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# General Information

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## The College of New Jersey

### TCNJ Board of Trustees

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### Officers of the College

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 Stephen R. Briggs, *Provost/Vice President for Academic Affairs*  
 David M. Tiffany, *Vice President for Development and Alumni Affairs*  
 Barbara Wineberg, *Treasurer*

### Dean of Graduate Studies

Suzanne H. Pasch

### Assistant Dean of Graduate Studies

Susan Hydro

## Graduate Program Advisory Council

Mark Woodford, <i>Chair</i>	Counselor Education
Helene Anthony	Special Education
Esther Ball	Records and Registration
Jean Graham	English
Janice Kisthard	Library
Brenda Leake	Elementary and Early Childhood Education
Claire Lindberg	Nursing
Suzanne H. Pasch	Vice Provost and Dean of Graduate Studies
J. Paul Stephens	Director, Office of Graduate Studies
Michele Tarter	English
Jamie Totten	Graduate Student
Clifford Williams	Graduate Student
Sandy Wright	Graduate Student

## Accreditation

The College of New Jersey is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (215.662.5606). Programs for the preparation of teachers are accredited by the National Council for Accreditation of Teacher Education.

In addition, individual graduate programs are accredited by the following specialized accrediting bodies:

- ASHA—American Speech-Language-Hearing Association
- Commission on Collegiate Nursing Education
- Council for Accreditation of Counseling and Related Educational Programs
- Council for Education of the Deaf
- New Jersey Board of Nursing

## Graduate Academic Calendar 2004–2005

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### Fall 2004

August 31	Classes Begin
August 31–September 7	Add/Drop Week
September 6	No Classes (Labor Day)
September 7	Alternate Schedule (Monday Schedule)
September 20	Deadline to Submit Application and Fee for December Graduation
October 25–26	Mid-Semester Break
November 16	Last Day to Withdraw from School or Class
November 24–26	Thanksgiving Break
December 21	Last Day of Fall Classes

### Spring 2005

January 17	Classes Begin
January 17	Martin Luther King Celebration
January 17–21	Add/Drop Week
January 31	Deadline to Submit Application and Fee for May Graduation
February 13	Deadline to Submit Application and Fee for August Graduation
March 7–11	Spring Break
April 8	Last Day to Withdraw from School or Class
May 6	Last Day of Spring Classes
May 13	Commencement

### Summer 2005

The College holds several academic sessions during the summer. For more information, please contact the Office of Summer and Undergraduate Global Programs (609.771.2596) or the Office of Graduate Studies (609.771.2300), or visit TCNJ Summer Sessions' Web site ([www.tcnj.edu/~summer](http://www.tcnj.edu/~summer)).

*Note:* Comprehensive exams are held in November, April, and July. Please check with the appropriate department for dates and registration information.

# Degree Programs and Coordinators by Department

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## School of Culture and Society

### Department of English

#### Master of Arts in English (ENGA) /27

David Venturo  
dventuro@tcnj.edu  
609.771.2155

### Department of Modern Languages

#### Master of Arts in Applied Spanish Studies (SPAN) /27

Debra Compte  
dcomp@tcnj.edu  
609.771.2392

## School of Education

### Department of Counselor Education

#### Master of Arts in Counselor Education:

##### School Counseling Option (CPSA) /32

MaryLou Ramsey  
ramsey@tcnj.edu  
609.771.2119

##### Community Counseling Option:

##### Substance Abuse and Addiction Counseling (CPSD) /32

##### Human Services (CPSE) Specialization /32

Mark Woodford  
woodford@tcnj.edu  
609.771.2119

##### Educational Specialist in Marriage and Family Therapy (CPSJ) /32

Charleen Alderfer  
alderfer@tcnj.edu  
609.771.2119

### Department of Educational Administration and Secondary Education

#### Master of Arts in Teaching:

Stuart Carroll  
szcarrol@tcnj.edu  
609.771.2221

##### Secondary Education Specialization (SECE-English; SECF-Social Studies; SECG-Mathematics; SECH-Science) /30

Anthony Evangelisto  
evangeli@tcnj.edu  
609.771.2403

#### Master of Education in Educational Leadership (SECL) /35

Donald Leake  
leake@tcnj.edu  
609.771.2395

### Department of Elementary and Early Childhood Education

#### Master of Arts in Teaching:

Stuart Carroll  
szcarrol@tcnj.edu  
609.771.2221

#### Early Childhood Specialization (EDEK) /29

##### Program A – No Prior Teaching Certificate

##### Program B – Alternate Route P–3 Certified

Blythe Hinitz  
hinitz@tcnj.edu  
609.771.3093

#### Elementary Education Specialization (EDET) /30

Stuart Carroll  
szcarrol@tcnj.edu  
609.771.2221

#### Master of Education in Elementary and Early Childhood Education:

##### Supervisory Certification Option (EDEC) /34

##### Elementary Master Teacher Option (ELEG) /34

##### Early Childhood Master Teacher Option (EDEP) /35

Brenda H. Leake  
bleake@tcnj.edu  
609.771.2219

### Department of Health and Exercise Science

#### Master of Education in Health or Physical Education:

##### Health Education, Certified Option (HLEA) /37

##### Physical Education, Certified Option (PHEA) /37

##### Health Education, Non-Certified Option (HLEB) /37

##### Physical Education, Non-Certified Option (PHEB) /37

Aristomen Chilakos  
chilako@tcnj.edu  
609.771.3034

### Department of Special Education, Language, and Literacy

#### Master of Arts in Teaching

Stuart Carroll  
szcarrol@tcnj.edu  
609.771.2221

##### Special Education Specialization (SEDD) /30

Shridevi Rao  
raos@tcnj.edu  
609.771.2781

#### Education of the Deaf and Hard of Hearing/Elementary Education (DHHT)—5 Year Program

##### Matriculation Available to TCNJ Graduates with a Bachelor's Degree in the Deaf/Elementary Education Only /31

Barbara K. Strassman  
strassma@tcnj.edu  
609.771.2805

#### Master of Arts in Speech Pathology (SPPA) /33

Jasper Phelps  
speced@tcnj.edu  
609.771.2308

#### Master of Education in Reading K–12 (RDGA) /38

Susan Blair-Larsen  
sblarsen@tcnj.edu  
609.771.2321

**Master of Education in Special Education:**

**Certified in Special Education Option (SEDA) /40**

**Certified in Other Area Option (SEDB) /40**

**Learning Disabilities Teacher/Consultant Option (SEDF) /40**

Shridevi Rao  
raos@tcnj.edu  
609.771.2781

**Department of Special Education,  
Language, and Literacy (continued)**

**Master of Education in Teaching English as a  
Second Language (ESLC) /39**

Yiqiang Wu  
wuyiqian@tcnj.edu  
609.771.2808

**Master of Science in Educational Technology (EDTA) /42**

Amy Dell  
dellamy@tcnj.edu  
609.771.2308

**Global Graduate Programs**

**Master of Education in Educational Leadership (SECL) /47**

Richard Farber  
rfarber@tcnj.edu  
609.771.2395

**Master of Education in Elementary (EDEO) or  
Secondary (SECO) Education /46**

Stuart Carroll  
szcarrol@tcnj.edu  
609.771.2221

Brenda Leake  
(Johannesburg Program)  
bleake@tcnj.edu  
609.771.2219

**Master of Education in Teaching English  
as a Second Language (ESLD) /46**

Yiqiang Wu  
wuyiqian@tcnj.edu  
609.771.2808

**School of Nursing**

**Master of Science in Nursing:**

**Family Nurse Practitioner Option (NURT) /43**

**Family Nurse Practitioner for Certified Nurse Practitioners  
Option (NURV) /43**

**Adult Nurse Practitioner Option (NURX) /43**

Claire Lindberg  
lindberg@tcnj.edu  
609.771.2510

# Certificate Programs and Coordinators

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## Global Graduate Programs

**Teacher Certification for International Schools:**

**Elementary (IOTE) or Secondary (IOTS) /47**

Stuart Carroll  
 sscarrol@tcnj.edu  
 609.771.2221

**Teaching English as a Second Language (ESLO) /48**

**Bilingual Endorsement (ESLB) /48**

Yiqiang Wu  
 wuyiqian@tcnj.edu  
 609.771.2322

## School of Education

**Post-Master's/Learning Disabilities Teacher/Consultant (SEDG) /42**

**Post-Master's/Teacher of the Handicapped (SEDH) /41**

Shri Rao  
 raos@tcnj.edu  
 609.771.2308

**Post-Master's/Reading Specialist (RDGB) /38**

**Reading Teacher (RDGC) /38**

Kathryne Speaker  
 speaker@tcnj.edu  
 609.771.2807

**School Personnel Licensure, Preschool–Grade 3 (EDPK) /35**

Blythe Hinitz  
 hinitz@tcnj.edu  
 609.771.3093

**Post-Master's/Substance Abuse and Addiction Counseling (CPSF) /33**

**Substance Awareness Coordinator (CPSH) /33**

Mark Woodford  
 woodford@tcnj.edu  
 609.771.2119

**Supervisor's Certificate (SECD) /36**

Donald Leake  
 leake@tcnj.edu  
 609.771.2395

**Teaching English as a Second Language (ESLA) /39**

**Bilingual Endorsement (ESLB) /39**

Yiqiang Wu  
 wuyiqian@tcnj.edu  
 609.771.2322

## School of Nursing

**Post-Master's/Adult Nurse Practitioner (NURX) /44**

**Post-Master's/Family Nurse Practitioner (NURU) /44**

**Post-Master's/School Nurse (NURG) /45**

Claire Lindberg  
 lindberg@tcnj.edu  
 609.771.2510

# Directory of Graduate Services

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<b>Office of Graduate Studies</b> Green Hall 109 Monday–Friday 8:30 A.M.–4:30 P.M.	<b>609.771.2300</b> <a href="mailto:graduate@tcnj.edu">graduate@tcnj.edu</a> <a href="http://www.tcnj.edu/~graduate">www.tcnj.edu/~graduate</a>	<b>Instructional Technology Services</b> Forcina Hall 111 Monday and Wednesday 9 A.M.–10 P.M. Tuesday and Thursday 9 A.M.–7:30 P.M. Friday 9 A.M.–4:30 P.M.	<b>609.771.2114</b>
<b>Athletics</b> Student Recreation Center, extension 2190 Physical Enhancement Center, extension 2014	<b>609.771.2230</b>	<b>Library</b> Monday and Tuesday 7:45 A.M.–midnight Wednesday and Thursday 7:45 A.M.–11 P.M. Friday 7:45 A.M.–7 P.M. Saturday 9 A.M.–6 P.M. Sunday 11 A.M.–11 P.M.	<b>609.771.2311</b>
<b>Bookstore</b> Brower Student Center Entire Store: Monday–Thursday 7:30 A.M.–8 P.M. Friday 7:30 A.M.–5 P.M. Saturday and Sunday 10 A.M.–4 P.M. Convenience Store: Monday–Thursday 7:30 A.M.–10 P.M. Friday 7:30 A.M.–9 P.M. Saturday and Sunday 10 A.M.–10 P.M.	<b>609.637.5001</b>	<b>Police (Campus)</b> Administrative Services Building 24 hours/7 days	<b>609.771.2167</b>
<b>Brower Student Center</b> Open 7 A.M.–2 A.M. every day	<b>609.771.2331</b>	<b>Psychological Counseling Services</b> Eickhoff Hall 107 Monday–Friday 8:30 A.M.–4:30 P.M.	<b>609.771.2247</b>
<b>Career Services</b> Monday–Thursday 8:30 A.M.–6 P.M. Friday 8:40 A.M.–4:30 P.M.	<b>609.771.2161</b> <a href="mailto:career@tcnj.edu">career@tcnj.edu</a>	<b>Records and Registration</b> Green Hall 112 Monday–Friday 8:30 A.M.–4:30 P.M.	<b>609.771.2141</b>
<b>Certification Office</b> (Support for Teacher Education Programs) Forcina Hall 141 Monday–Friday 8:30 A.M.–4:30 P.M.	<b>609.771.2318 or 2396</b>	<b>Snow/Inclement Weather Closing</b>	<b>609.637.6000</b>
<b>Child Care Center</b> Forcina Hall 159 Monday–Friday 7:45 A.M.–5 P.M.	<b>609.771.3055</b>	<b>Student Accounts and Card Services</b> <b>Parking Services</b> Green Hall 119 Monday–Thursday 8:30 A.M.–5:30 P.M. Friday 8:30 A.M.–4:30 P.M.	<b>609.771.3146</b> <b>609.771.3144</b>
<b>Differing Abilities Services</b> Eickhoff Hall 159 Monday–Friday 8:30 A.M.–4:30 P.M.	<b>609.771.2571</b>	<b>Student Financial Assistance</b> Green Hall 101 Monday–Friday 8:30 A.M.–4:30 P.M.	<b>609.771.2211</b> <a href="mailto:OSFA@tcnj.edu">OSFA@tcnj.edu</a>
<b>Health Services*</b> Eickhoff Hall 107 Monday–Thursday 8:30 A.M.–8 P.M. Friday 8:30 A.M.–4 P.M. Saturday 9 A.M.–11:30 A.M. Sunday Closed	<b>609.771.2483</b>	<b>TCNJ Home Page</b>	<b>www.tcnj.edu</b>
<b>Information Desk</b> Brower Student Center	<b>609.771.2331</b>	<b>T.E.S.S.</b> (The Electronic Student Services)	<b>http://tess.tcnj.edu</b>
<b>Information/Main Switchboard</b> Monday–Friday 8:30 A.M.–4:30 P.M.	<b>609.771.1855</b>	<b>Women's Center</b> Brower Student Center Basement Monday–Friday 9:30 A.M.–5 P.M.	<b>609.771.2120</b>
<b>Information Technology Help Desk/ User Support Services</b> Green Hall 6 Walk-in and phone support Monday–Friday 8:30 A.M.–4:30 P.M.	<b>609.771.2660</b> <a href="http://www.tcnj.edu/~helpdesk/">www.tcnj.edu/~helpdesk/</a>		

\*Appointments are required.

# Graduate Opportunities at The College of New Jersey

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Students are offered opportunities to earn master's degrees in more than 20 fields of study, to gain certification in professional areas, to update and renew themselves professionally or personally through specific courses, and to address contemporary issues or problems in a specific field. Basic to all graduate programs and courses is the College's purpose to develop in each graduate student the skills, knowledge, and commitment to function as a problem solver and an agent of change.

## Admission to Graduate Study

### Admission Standards

Admission to graduate study at The College of New Jersey is selective and competitive. Prospective applicants are encouraged to familiarize themselves with the contents of this bulletin and to observe carefully the particular requirements of each individual program or option. Admission decisions are based generally on evidence of achievement in appropriate undergraduate studies, performance on nationally standardized tests, strength of recommendations, and other materials submitted with the application. Standards are applied rigorously but not mechanically, the purpose being to identify applicants who show promise of benefiting from advanced studies and of making significant contributions to both the College community and their chosen professions.

### Admission Procedures

Those who wish to apply or to learn more about the graduate program should begin by contacting: Office of Graduate Studies, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. The office is located in Green Hall 109, and may be reached at 609.771.2300. Our application is also available for download on our Web site at [www.tcnj.edu/~graduate](http://www.tcnj.edu/~graduate).

## Admission Categories

### Graduate Degree Program/Matriculation

Most students entering The College of New Jersey at the graduate level are candidates for the master's degree. The institution offers six degrees: the Master of Arts, the Master of Education, the Master of Arts in Teaching, the Educational Specialist, the Master of Science in Education, and the Master of Science in Nursing. Master's programs and program options are outlined throughout the *Graduate Bulletin*.

Individuals applying for matriculation are expected to hold a bachelor's degree from a regionally accredited institution in the United States or proof of equivalent preparation from a foreign college or university. Applicants should have a 2.75 cumulative average or a 3.0 in the major at the undergraduate level, although some programs may have a higher requirement; must submit letters of recommendation from individuals who can evaluate their academic performance, relevant work experience, and/or ability to pursue graduate studies; must submit an essay calling for a personal evaluation of their strengths and weaknesses as prospective graduate students; and must provide scores from the general standardized test appropriate to the discipline. Some programs require scores from specialized sections of standardized tests or other evidence of competence to pursue graduate study as detailed by the specific program requirements. Other programs require interviews or portfolios (see specific program for requirement details). Graduate program candidates are approved

for admission by the program admissions committee and endorsed by the dean of graduate studies.

### Special Admission

Qualified applicants who wish to pursue graduate studies for professional development or personal growth may apply for enrollment under the status of Special Admission. All regular graduate classes are open to special admission students if they meet the prerequisites, have permission of the instructor when specified, and space is available. Special admission applicants must hold a bachelor's degree from a regionally accredited institution in the United States, or proof of equivalent preparation from a foreign university or college, a 2.75 cumulative grade point average (GPA), or 3.0 GPA in the undergraduate major field of study.

### Change of Status from Special Admission to Matriculation

Special admission students who wish to matriculate into a graduate degree or certificate program must submit a formal application for matriculation with all supporting documentation to the Office of Graduate Studies in accordance with announced deadlines. An applicant should become familiar with the completion requirements of each program or program option. Special admission status does not imply or guarantee acceptance into any degree or certification program.

If accepted for matriculation, only six credits may be applied toward the completion requirements of the program. Credits earned as a special admission student in excess of six will not be applied to the program requirements. Special admission students have one calendar year from the time of admission to be accepted for matriculation in order to apply the six credits toward the program completion requirements. Failure to matriculate by the end of the one-year period will forfeit the use of credits earned toward the degree or certificate program without prior approval of the dean of graduate studies.

### Students from Foreign Countries

Students from countries in which English is not the native language must submit the results of the Test of English as a Foreign Language (TOEFL) with the graduate program application. Information on TOEFL and other nationally standardized examinations is available in the Office of Graduate Studies, Green Hall 109.

### Readmission

Students who have been dismissed from a graduate program may apply for readmission after one calendar year from the time of dismissal. The matriculation application is to be used for readmission. In addition to the essay, students must cite the reason for dismissal and explain why they believe they will be able to perform successfully if readmitted. Readmission is approved by the department and endorsed by the dean of graduate studies.

### Assistantships

Assistantships are periodically available for full-time, matriculated graduate students. The nature and number of such opportunities vary from year to year, but typical assignments are to academic departments, the library, administrative offices, athletic programs, Office of Student Life, or the Learning Center. Written requests for information concerning the availability of assistantships and for application forms should be submitted to the Office of Graduate Studies, Green Hall 109, 609.771.2300.

For additional information, please visit our Web site ([www.tcnj.edu/~graduate/graduateassist.html](http://www.tcnj.edu/~graduate/graduateassist.html)).

## Degree Requirements

### Academic Advisement/Supervision

Students are encouraged to develop a collaborative relationship with their program advisers and/or graduate coordinators early in their graduate careers. Advisers help students plan their courses of study, comply with program requirements, and assess academic progress. They are also available for broader consultation and discussion. In instances when formal approval is required (some of which are identified below), students will need to obtain formal approval of their adviser before actions may be taken.

### Prerequisites

All courses listed in this bulletin are graduate courses that require competent preparation at the undergraduate level. Certain courses—typically at the 600 level—require that specific prerequisites (or their equivalents) be met. Students should consult individual course descriptions in this bulletin and confer with their graduate advisers to plan appropriate course sequences.

### Credit Load

A full-time graduate student load is nine credits during the fall or spring semester. A graduate student may register for a maximum of 12 credits during the fall or spring semester. Graduate students may register for a maximum of nine credits for the summer semester. If a program requires more than the maximum load during a given semester, students must submit written permission from their academic adviser with approval from the dean of graduate studies at the time of registration.

### Grading System

A student's academic standing in every subject is reported at the end of each semester by a letter grade. Grades are assigned by the faculty member of record.

Grade	Weight—Description
A	4.00
A–	3.67
B+	3.33
B	3.00
B–	2.67
C+	2.33
C	2.00
C–	1.67
F	0.00
INC	Not calculated—Incomplete work
W	Not calculated—Withdrew from course before midpoint of semester
WD	Not calculated—Withdrew from college before midpoint of semester
WF	0.00—Withdrew from college, failing*
AU	Not calculated—Audit
IP	Not calculated—In Progress

\*For withdrawals from college after the midpoint of the semester.

## Incomplete Grades

Incomplete grades may be given only when a student is unable to complete a course because of illness or other serious problems.

A grade of Incomplete may be awarded where appropriate but must be removed by the following semester. Incomplete grades granted in May or August must be completed by October 15 of the following fall semester. Incomplete grades granted in December must be completed by March 1 of the following spring semester. Incomplete grades granted in the summer session must be completed by the end of the fall semester. If these deadlines are not met, the grade automatically becomes an "F."

To give an Incomplete grade, the instructor should file an Incomplete Grade Form with the Office of Records and Registration. This form will indicate the reason for giving the Incomplete, the requirements the student must meet in order to complete the course, and the deadline for completion. The student is responsible for making any necessary contact with the instructor.

The In Progress (IP) designation applies only to certain courses, such as Department Project and Thesis, requiring more than one semester to complete (see also Retention Standards).

## Calculation of GPA

A student's grade point average (GPA) is based only on courses taken at The College of New Jersey. Not included in the calculation of the grade point average are courses transferred from other institutions. The grade point average is calculated by dividing a student's total quality points by her/his total quality hours. Quality points are calculated by multiplying the number of credits for a course by the weight of the grade (see Grading System) in that course. Quality hours are the sum of credits a student attempts (regardless of whether the courses are passed) at TCNJ in letter-graded courses.

At the end of each semester, a student can view and print a grade report showing a cumulative grade point average as well as a grade point average for that semester on The Electronic Student Services (T.E.S.S.) <http://tess.tcnj.edu>.

## Transfer of Credit

A maximum of six graduate credits may be transferred for degree programs with less than 45 credits. For graduate programs with 45 or more credits, nine graduate credits may be accepted pending departmental approval. Transfer courses must be applicable to the student's current program of study and have been completed at a regionally accredited graduate institution within the last six years with a grade of B or higher to be eligible for approval. They cannot duplicate any graduate or undergraduate work for which credit has been given at The College of New Jersey and cannot have been applied to an academic degree at any other institution.

## Transfer of Prior Course Work

Students wishing to apply for transfer of previously completed graduate credits must do so during their first year of enrollment as a matriculated student. Transfer of credits shall be understood to apply to credits previously earned at The College of New Jersey as well as at other regionally accredited graduate institutions. Forms are available in the Office of Records and Registration, Green Hall 112 or online at [www.tcnj.edu/~graduate/forms.html](http://www.tcnj.edu/~graduate/forms.html).

## Approval of Future Course Work for Transfer of Credit

Matriculated students must obtain written approval from their graduate coordinators before enrolling in graduate courses that are to be transferred for credit to this College. Only courses that are to be completed at a regionally accredited graduate institution shall be eligible for such approval. Forms are available in the Office of Records and Registration, Green Hall 112 or online at [www.tcnj.edu/~graduate/forms.html](http://www.tcnj.edu/~graduate/forms.html).

## Course Auditing

A student who audits a course will receive a grade of “AU.” The same information will be placed on the student’s record.

Students with graduate status at the College who wish to audit a graduate course must have the permission of the instructor or the approval of the graduate coordinator for the program in which the course resides. Instructors determine the degree of class participation required of auditors in their classes.

Audit courses may not be counted in determining enrollment status or graduate assistant eligibility. Audit grades may not later be converted to any other grade.

## Withdrawing from a Course

Students may withdraw from a course up to the end of the ninth week of the fall and spring semesters. The College’s *Schedule of Classes* and the Records and Registration Web site document specific dates for each semester and for summer school. To withdraw, a student must file the appropriate form in the Office of Records and Registration. Students withdrawing from courses within the withdrawal period will automatically receive a grade of W, which has no effect on the student’s grade point average. **It is the student’s responsibility to withdraw officially from a course. Failure to withdraw formally may result in failing grades and dismissal.**

## Withdrawing from the College

A student who wishes to leave the College and withdraw from all courses must complete and sign an Intent to Withdraw form before the last four sessions of the course. Students who neglect to follow this procedure will receive a failing grade for any course they cease to attend.

Students who withdraw from the College before the midpoint of the semester will be given a grade of WD in all courses. Withdrawal after that will result in the instructors’ assigning the grades of WP or WU (which do not affect a student’s GPA), or WF (which is calculated as an F in a student’s GPA). A student may not withdraw from the College in the last three weeks of a semester.

College withdrawal forms are available in the Student Life Office, Brower Student Center 214. The forms are also available online at [www.tcnj.edu/~studlife/withdraw/](http://www.tcnj.edu/~studlife/withdraw/). Eligibility for refunds will be determined by the date which the completed Intent to Withdraw form is received. The amount of the refund is based on the date of withdrawal. Dates for the end of each semester’s withdrawal period are listed in the College’s *Schedule of Classes* and on the Office of Records and Registration Web site.

**It is the student’s responsibility to withdraw officially from the College. Failure to withdraw formally may result in failing grades, dismissal, and additional financial obligations.**

## Independent Study

Students who wish to supplement departmental course work by investigating a particular topic may do so under the direction and guidance of a faculty member who is considered an expert in the field. A final paper reporting the findings of the study must be submitted to the faculty member.

Requests for independent study must be submitted for approval to the faculty member and the department chair or designee. The resulting contract will describe the study, specify the format, length, and scope of the final paper, and determine the number of credits—from one to six—to be awarded.

No more than nine credits of independent study may be taken in any one graduate program.

*Please Note:* Independent study will not be approved as a substitute for an existing graduate course. If under extraordinary circumstances it becomes evident that the conferral of the student’s degree will be significantly deferred because a required course is not available, that course should be waived and another course of comparable content be used to fulfill the requirement. The student must seek permission for the substitution from the coordinator of his or her graduate program, who will forward it (if approved) to the department chair and the dean of the school for final approval.

## Department Project

Students enrolled in master’s programs may elect to do a department project, with the approval of the student’s adviser, and will be awarded three credits upon completion of the project. Advisement is usually three credit hours for one semester. Those whose projects are in progress (IP) will register for three credits of project advisement each semester until the project is completed.

Students should consult this bulletin for descriptions of department projects offered.

## Thesis or Creative Project

In Master of Arts, Master of Education, or Master of Science in Nursing programs, a thesis or creative project may be elected for six credits for any semester in which advisement is desired. A student must be registered to receive thesis advisement.

Students wishing to write a thesis should apply to the Office of Graduate Studies for the rules and regulations and standards governing submission of the thesis. Please be advised that a thesis is not accepted in place of the comprehensive examination.

## Retention Standards

Students have six years from the time of matriculation to complete a graduate program. Petitions for extension will be considered by the dean on merit.

Any student whose grade point average (GPA) falls below 3.0 will be placed on probation. At the end of the probationary semester, the student will be dismissed if an overall GPA of 3.0 is not achieved. Students may appeal dismissal according to the procedures provided with the notification of dismissal.

## Comprehensive Examination

Every candidate for a graduate degree must take a comprehensive examination. (Only programs that offer an approved culminating experience are exempt from the comprehensive examination.) The comprehensive examination may be taken no earlier than the final semester of program course requirements, except the internship or practicum, thesis or project. All “Incomplete” and “In Progress” grades must be cleared.

The comprehensive examination requires the candidate to synthesize and apply knowledge acquired throughout the program. Therefore, should the candidate fail the examination after the first attempt, the entire examination must be retaken.

Candidates who fail the comprehensive are permitted to retake it a second time at the next or a subsequent scheduled offering within the six-year limit from the candidate’s matriculation date into a program.

Candidates who are ill or who have an emergency that interferes with their ability to take the examination should take it at the next scheduled offering.

Comprehensive exams are scheduled during each semester: fall, spring, and summer. Students must register for the comprehensive exam during registration periods for each semester. Specific exam dates may be obtained from the appropriate department.

### **Application for Conferral of Degree**

Candidates for the master's degree must file an Application for Conferral of Degree with the Office of Records and Registration, Green Hall 112. Degrees are conferred in December, May, and August. For deadlines, contact the Office of Records and Registration. The Application for Conferral of Degree is available online at [www.tcnj.edu/~graduate/forms.html](http://www.tcnj.edu/~graduate/forms.html).

### **Graduation**

Commencement exercises are held in the spring of each year. Students are not required to attend but are encouraged to do so including those whose degrees were conferred after the date of the previous commencement. Individual ceremonies in several departments are held immediately following the main event of the day. A special reception and ceremony is held by the Office of Graduate Studies each August for students who complete their program in the summer. More information will be provided for these students as they approach completion of their programs.

# Financial Aid

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The College of New Jersey (TCNJ) has a financial aid policy that evaluates the financial need of applicants who are pursuing degrees and (are matriculated). The demonstrated financial need equals the difference between the total Cost of Attendance (COA) including, fees, books, supplies, room, board, transportation, miscellany, and the expected family contribution which is determined by the results of the free application for federal student aid (FAFSA). The factors taken into consideration when evaluating the Expected Family Contribution (EFC) include student income and assets, family size, number attending college, additional educational benefits (including graduate assistantships), and aid from outside sources, i.e., employer reimbursement.

## Financial Aid Application Process

To be considered for most types of aid, you must first complete either the 2004-2005 Free Application for Federal Student Aid (FAFSA), FAFSA on the Web ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)), the 2004-2005 Renewal FAFSA or the 2004-2005 Renewal FAFSA on the Web ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). TCNJ's federal school code is 002642.

Filing one of the aforementioned forms begins the financial aid process. Keep in mind that you must file a new application for each academic year. You must complete one of these application types to be considered for all federal aid including loans.

A Personal Identification Number (PIN) notice is mailed to previous FAFSA filers to the address on record with the United States Department of Education. You may use the PIN to complete a Renewal FAFSA on the Web. The Web site offers online help and quicker turnaround time.

If you are a previous FAFSA filer and have not received a PIN, you may either complete FAFSA on the Web or a paper application. The paper applications are available in the Office of Student Financial Assistance, many public libraries, or any college or university. Filing an original or renewal FAFSA on the Web is the fastest, most efficient way to apply.

After filing one of the FAFSA types, you will receive either a Student Aid Report (SAR) or a Student Aid Report acknowledgment. You will receive this via U.S. mail if you do not provide an e-mail address on the FAFSA. If you do provide an e-mail address, you will receive an e-mail from the federal processor with a link to your SAR or SAR acknowledgment. Read all comments to ensure that your application has been processed and that all information is accurate and complete. Also check the Information Release section to be sure that The College of New Jersey is listed as a school to receive your information. If TCNJ is not listed and or there are other changes made, please contact the Office of Student Financial Assistance (609.771.2211).

## Financial Aid Programs

The College of New Jersey offers financial aid to qualified matriculated students who are enrolled at least half time. Amounts of the award(s) vary and depend upon the student's demonstrated and verified financial need, the amount of funds available, and the student's enrollment status: graduate student—full time (at least nine credits), or half time (five credits).

## Loan Programs

### Federal Stafford Loans

Students must be matriculated and enrolled for at least five credits per semester to qualify for these loans. The maximum loan limit for graduate students is \$18,500 per academic year, or the estimated cost of attendance based on enrollment, whichever is lower. The interest rate is an annual variable rate that will not exceed 8.25 percent. Subsidized Stafford Loans are awarded based on demonstrated need. The federal government pays the interest on these loans during the in-school period. Students who do not qualify for the maximum subsidized loan may receive the balance in an unsubsidized loan. The interest on an unsubsidized loan is not paid by the federal government and begins to accrue immediately.

### New Jersey College Loan to Assist State Students (NJCLASS)

Loans are available to matriculated students enrolled for at least five credits per semester. Qualified students may borrow up to the cost of attendance less other financial aid resources. The interest rate will be fixed or variable depending on the repayment option chosen by the borrower. The borrower also has the option of deferring repayment of principal and/or interest until graduating, leaving school, or dropping below five credits. New Jersey Higher Education Student Assistance Authority (NJHESAA) is lender, guarantor, and administrator of the program. Contact NJHESAA at 800.792.8670 for further information or visit the Web site at [www.hessa.org](http://www.hessa.org).

### Veterans' Assistance

TCNJ participates in federal and state assistance programs for veterans. Please contact Robert E. Alston, Assistant Director in the Office of Student Financial Assistance at 609.771.2211.

## Important Information

Phone: 609.771.2211

Fax: 609.637.5154

OSFA@tcnj.edu

Web: <http://www.tcnj.edu/~osfa/>

Location:

Green Hall 101

Monday–Friday, 8:30 A.M.–4:30 P.M.

PO Box 7718, Ewing, NJ 08628-0718

**FAFSA school code: 002642**

# Tuition and Fees

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## Application Fee

A \$50 non-refundable application fee, payable to The College of New Jersey, is charged to all applicants for admission to graduate study. The fee is waived for students who formerly attended the College.

## Costs per Semester

Costs are charged per credit hour (Fall 2004/Spring 2005). See [www.tcnj.edu/~admsys/faframe.html](http://www.tcnj.edu/~admsys/faframe.html) for current rates.

	NJ Resident	Out-of- State Resident
Tuition	\$456.60	\$639.00
General Service Fee	58.90	58.90
Student Center Fee	4.55	4.55
Computing Access Fee	9.50	9.50
Total Cost Per Semester Hour	\$529.55	\$711.95
ID Fee	5.00	5.00
Additional fees:		
Late Registration Fee	\$100	
Returned Check Fee	\$25	
Late Payment Fee	\$50	

Graduate students enrolled, whether matriculated or admitted as a Special Admission student, pay at the graduate rate whether taking graduate or undergraduate courses. Students who do not intend to apply undergraduate courses to a graduate program now or in the future should apply for non-matriculant standing through the undergraduate Office of Admissions and will be charged the undergraduate rate. Such classes will not be applied to a graduate degree or certification program offered by the College.

Costs reflect 2004–2005 academic year rates and are subject to change at any time. Rates are usually higher during the next academic year. Check with the Office of Student Accounts for current charges.

A student is classified as a “New Jersey resident” for tuition purposes if the student has been a bona fide domiciliary of the state of New Jersey prior to registering for classes.

## Identification Fee

A non-refundable \$5 identification fee is charged each semester to all students who attend the College.

## Health Insurance Fee

Graduate students registered for nine or more credits in a term will be billed \$65 for Student Health and Accident Insurance. This fee must be paid to the College. However, if the student can demonstrate to the College health services office, during the first week of the semester, that he/she has adequate insurance coverage, the student may complete a waiver form and receive a refund of the insurance premium. Contact the College health services office about specifics.

## Special Fees

Students who register for Seminar in Supervised Teaching, internships, practicum, NURS 633/Holistic Health Assessment for Advanced Practice, and NURS 634/Primary Care of Women pay fees determined by the appropriate program.

## Parking/Vehicle Registration Fee

The 2004–2005 fee is \$66 per year, excluding the summer session. Rates usually increase each academic year. For more information on current vehicle registration procedures and fees, please visit the Parking Services Web site, [www.tcnj.edu/~parking/](http://www.tcnj.edu/~parking/).

To be considered registered and allowed to park on campus, each vehicle must bear a valid (unexpired) decal or temporary dashboard permit, which must be visibly displayed whenever the vehicle is parked on campus. Expiration dates are depicted on the decal/permit.

For students who live off-campus and use motor vehicles to commute to class, one automobile and one motorcycle may be registered. Those individuals under contract with the College as graduate assistants may register one vehicle on a faculty/staff basis. They do not need to pay the fee and are permitted to park in faculty/staff lots after 4 P.M. each day.

## Payment

Payment of tuition and fees may be made by check or money order payable to The College of New Jersey. MasterCard, Discover, and American Express credit cards are also accepted via the TESS Web page accessible at [www.tcnj.edu](http://www.tcnj.edu).

## Identification Cards

Graduate student identification cards may be obtained in the Office of Student Accounts located in Green Hall 119. During the fall and spring semesters, the office is open from 8:30 A.M. to 5:30 P.M., Monday through Thursday, and from 8:30 A.M. to 4:30 P.M., Friday. The College of New Jersey ID card is the official college identification for students and should be carried at all times. The card also serves as a library card for purposes of checking out books and recordings. The card is non-transferable. Loss of the ID card should be reported immediately via the Web at [www.tcnj.edu/lioncard](http://www.tcnj.edu/lioncard) or to the Office of Student Accounts, 609.771.3146. A fee of \$10 is charged for each replacement.

## Refunds of Tuition and Fees

A student must withdraw from all courses for the semester (or reduce their registered course load) by the last day of Add/Drop in order to be eligible for a refund. The computing of all refunds will be based upon the date of receipt shown on the written notice or Intent to Withdraw Form. Refunds are not based upon date of last class attendance. A student who leaves school without officially withdrawing from the College forfeits all rights to a refund or to a reduction in his or her account. No refunds or reductions will be made until the student's ID is returned to the Card Service Center.

The College uses the following policy to determine the amount of refund:

1. A student withdrawing from the College on or before the official last day of Add/Drop shall receive a 100 percent refund of applicable tuition and fees\* paid.
2. A student reducing his/her load in a manner that results in a decrease in billable tuition and applicable fees\* on or before the last official day of Add/Drop shall receive a 100 percent refund of the reduced amount. Reductions in load after the last official day of Add/Drop will not result in refunds.
3. A student withdrawing from the College after the official end of Add/Drop but before the end of the fifth week of classes in the fall and spring semesters shall receive a 50 percent refund of applicable tuition and fees\* paid.
4. A student withdrawing from the College after the fifth week of classes shall receive no refund.
5. Summer withdrawal policies are different. Please consult the College's Web site at [www.tcnj.edu/~summer](http://www.tcnj.edu/~summer).
6. Students receiving Federal Title IV financial aid funds must contact the Office of Student Accounts, Green Hall 119, prior to withdrawing.

\*Only General Services, Computing Access Fee, Student Activity, Student Center, and Student Services Fees.

## Refunds for Students Receiving Federal Title IV Funds

Federal regulations require that a pro-rata portion of Title IV Funds be returned to the funding source if students withdraw from the College. Students may, therefore, incur a liability to The College of New Jersey and should consult with the Office of Student Accounts, Green Hall 119, prior to withdrawing.

For additional information concerning the refund process at TCNJ, we invite you to visit our Web site at [www.tcnj.edu/~admsys/faframe.html](http://www.tcnj.edu/~admsys/faframe.html).

## Residency for Tuition Purposes

Persons who have been a resident within the state of New Jersey for a period of 12 months prior to enrollment in a public institution of higher education are presumed to be domiciled in this state for tuition purposes. Persons who have been residents within this state for less than 12 months prior to enrollment are presumed to be non-domiciliaries for tuition purposes. Persons whose residency status is challenged by TCNJ may demonstrate residency status according to the rules set forth by the New Jersey Commission on Higher Education. These guidelines are available in the Office of Records and Registration, Green Hall 112. Residence established solely for the purpose of attending TCNJ is not domicile for the purpose of achieving in-state residency. United States military personnel and their dependents who are living in New Jersey and are attending public institutions of higher education in New Jersey shall be regarded as residents of the state for the purpose of determining tuition.

## Financial Obligations to the College

Students with unfulfilled obligations to the College (including tuition, fees, library materials, fines, or damage assessments) may be prevented from registering or from obtaining a transcript. Students with delinquent loans (federal, state, or college) may also have their transcripts withheld.

## Registration Procedures

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Registration for graduate courses must be approved by a graduate adviser. Only those students who have been officially admitted may register for classes (see Admission to Graduate Study).

TCNJ offers students an online registration system. T.E.S.S. (The Electronic Student Services) is a Web application accessible worldwide via the Internet at <http://tess.tcnj.edu>.

For assistance or more information, please contact the Office of Records and Registration at 609.771.2141.

### Change of Registration

Students with adviser approval may change their registration before the registration process is terminated. Add/Drop continues through the first week of classes, after which only withdrawals are permitted.

### Change of Program of Study

Students who contemplate changing their program of study should consult the Office of Graduate Studies for guidance. All requests for change of program must be signed by the graduate coordinator of the previous program, and approved by the graduate coordinator in the new program and the dean of graduate studies. Students should remember that entrance requirements vary from one program to another and that there may be space limitations. Forms are available at [www.tcnj.edu/~graduate/form.html](http://www.tcnj.edu/~graduate/form.html).

### Graduate Enrollment in Undergraduate Courses

Graduate students may obtain approval to take certain undergraduate courses for personal or academic reasons. Such courses do not normally count toward the graduate degree. Students should consult their graduate program advisers for guidance. Graduate students enrolling in undergraduate courses will be billed at the graduate tuition rate.

### Undergraduate Enrollment in Graduate Courses

Undergraduates may petition to enroll in graduate courses if they have a grade point average of 3.0 or above or are exceptionally qualified to take a course; have accumulated 96 credit hours at the undergraduate level; have been recommended to take the course by the undergraduate adviser and the coordinator of the graduate program in which the course is offered; and have the approval of the graduate dean. Undergraduate students are not permitted to enroll in courses above the 500 level.

These courses may not be applied to both the graduate and the undergraduate degree. If the credits are counted toward the undergraduate degree, they may not be transferred to a graduate program at this college. Approval forms are available in the Office of Graduate Studies, Green Hall 109.

### Summer Session

Students who are interested in registering for summer courses should consult the TCNJ Summer Sessions' Web site at [www.tcnj.edu/~summer](http://www.tcnj.edu/~summer). The schedule is available on the Web at The Electronic Student Services (T.E.S.S.), a Web application accessible worldwide via the Internet at <http://tess.tcnj.edu>. The schedule provides complete course listings, procedures, and policies for registering, which may differ from those for fall and spring semesters.

For further information, contact the Office of Summer and Undergraduate Global Programs, Green Hall 111, 609.771.2596.

### Release of Transcripts and Disclosure of Educational Records

In order to comply with federal regulations, The College of New Jersey (TCNJ) has adopted institutional policies and procedures to be followed with regard to the disclosure of information from the education records of current and former students. The student record policy of TCNJ conforms to the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380). Copies of Public Law 93-380 may be found in the Office of Records and Registration. This policy gives a student the right to inspect his or her educational record within a reasonable length of time, to ask for interpretations, and to request that any inaccuracies be corrected.

Copies of the student's official transcript are released only on the written request of the student and only after all obligations to the College, financial and otherwise, have been fulfilled. Requests for transcripts should be made to the Office of Records and Registration. There is no charge for this service. Transcripts are issued within one week of receipt of the written request, except during the beginning and ending weeks of each semester, when more processing time may be required. Transcripts received from other schools are the property of the College and are not copied or released.

Grades and personally identifiable financial information cannot be released to parents, guardians, or other interested parties without the specific permission of the student. Forms are available in the Office of Records and Registration and must be completed every semester for which a student wishes to release educational records to third parties.

With the exception of directory information, TCNJ does not permit access to or the release of education records without the written consent of the student. Records release exceptions will be made to the following: (a) to TCNJ officials, including faculty and administrators who require such records in the proper performance of their duties; (b) in connection with the student's application for or receipt of financial aid or Veterans Administration benefits; (c) to organizations conducting studies for educational and governmental agencies (in which case individual students are neither identified nor identifiable); (d) U.S. government agencies as listed in Public Law 93-380; (e) parents of a dependent student as defined in the Internal Revenue Code of 1954; (f) accrediting agencies; (g) to comply with a judicial order or lawfully issued sub-

poena; and (h) appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or any other person.

Directory information is defined as: student's name, e-mail address, date and place of birth, classification (Freshman, Sophomore, Junior, Senior, Graduate), major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photograph, degrees and awards received, and the most recent educational agency or institution previously attended by the student. Students who do not wish their information released outside TCNJ or published in the campus directory must give written notice to the Office of Records and Registration annually by the day before the beginning of the fall semester.

TCNJ assigns an eight digit number as the Student Identification Number. This number can be used in lieu of a student's Social Security number.

## The College of New Jersey (TCNJ) Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day that TCNJ receives a request for access. Students should submit to the Director of Records and Registration written requests that identify the record(s) they wish to inspect. The TCNJ official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the TCNJ official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the TCNJ official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff position (including campus police and campus wellness center persons); a person or company with whom the College has contracted (such

as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official school committee such as the All-College Academic Integrity Board; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. TCNJ considers the following as Directory Information and will release the following information upon request:

Name  
E-mail addresses  
Telephone listing  
Degrees and awards received  
Major field of study  
Classification  
Date and place of birth  
Dates of attendance  
Photograph  
Most recent previous school  
Participation in officially recognized activities and sports

To prevent the release of the above referenced Directory Information, the student must file the Directory Information Release form with the Office of Records and Registration each year.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by TCNJ to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605

## Cancellations

Students should assume that classes will be held unless notice of cancellation is given. When an instructor fails to appear and no notice of cancellation is evident at the start of a class, it is recommended that students wait a reasonable time before assuming that the class is canceled.

# Academic Policies and Procedures

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## Orientation and Responsibility to Inform and Keep Informed

The main responsibility for keeping informed rests with each student. The current *Graduate Bulletin* will typically be the primary source of information about the graduate program. The College will make every effort to inform students of changes in the programs as they occur. Nevertheless, students should take the initiative to consult their graduate program advisers and the Office of Graduate Studies to keep current and for advice before making significant decisions.

Students have the concomitant responsibility to inform their advisers and the administration of any changes affecting their status.

## Academic Honesty

All students are expected to adhere to standards of academic honesty in their study at the College. Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means; to submit, as his or her own, work, which has not been done by him or her; or to give improper aid to another student in the completion of an assignment. Such dishonesty includes, but is not limited to, submitting as one's own a project, paper, test, or speech copied from, partially copied, or partially paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. These standards apply to any academic work, whether it is graded or ungraded, group or individual, written or oral.

## Academic Integrity Policy

### I. Policy and Procedures for Disciplinary Action

As described below, enforcement of the Academic Integrity Policy will depend upon individual faculty members, upon an academic integrity officer for each school (designated by the dean), and upon an All-College Academic Integrity Board. The board will include three students and three faculty members (with three student and three faculty alternates), as well as one staff member from the Office of the Provost/Vice President for Academic Affairs, who will vote only in case of a tie and who will be responsible for all documentation relevant to integrity matters. Responsibilities of faculty members, academic integrity officers, and the All-College Academic Integrity Board are specified below. Records of academic integrity violations will be kept in academic files in the Office of the Provost/Vice President for Academic Affairs.

If a faculty member believes that a student has violated the Academic Integrity Policy, the faculty member will first discuss the matter with the student. Also, the faculty member may choose to discuss the matter with the department chairperson. The faculty member may also determine whether there is any record of academic dishonesty in the student's academic file.

### II. Unintentional Violations

If the faculty member is convinced that the lapse was *not intentional*, then he/she need not refer the matter to the academic integrity officer (although that remains an option). The faculty member will decide what consequence(s) seem(s) appropriate and educational. Consequences may include:

1. Allowing the student to redo all or part of the work, if doing this would give him/her beneficial experience, and

- a) giving a full grade for the assignment, or
- b) giving a diminished grade for the work.

or

2. Assigning a grade of zero for failing to do the work. After the matter has been resolved, the faculty member may choose to send a report to the school's academic integrity officer, although this is not required for unintentional violations. If a report is sent, the student will be given an opportunity to read and sign it.

### III. Intentional Violations

If the violation seems intentional, then the faculty member must report the case to the academic integrity officer of the school by which the course is offered. The academic integrity officer will talk with the student and with the faculty member, and will gather any other information relevant to the case. The academic integrity officer will also check whether there is a prior record of academic integrity violation(s) by the student.

The academic integrity officer will then use the gathered information to decide whether to refer the case to the All-College Academic Integrity Board. An *Academic Integrity Board hearing* will be mandatory if there is a prior record of intentional integrity violation(s). However, any case may be referred to the All-College Academic Integrity Board. Thus, there are two possible courses of action when an intentional violation has been reported:

- A. The academic integrity officer considers the evidence and decides on the appropriate consequence(s).

If the Academic Integrity Policy was violated, the academic integrity officer, after consultation with the faculty member, will determine the appropriate sanction(s) from the list of options below. The academic integrity officer will give the student an opportunity to read the report to be filed in his/her academic folder; the report will describe the violation and the penalty. By signing at the end of the report, the student will indicate either: "I accept this decision," or alternatively, "I wish to appeal to the All-College Academic Integrity Board." If the student accepts the decision, then the matter will not be forwarded to the Academic Integrity Board for a hearing. The student may attach a personal statement to the report.

If the academic integrity officer decides that no violation occurred, then no report will be filed.

*Note:* An All-College Academic Integrity Board hearing is mandatory if the student has a prior record of integrity violation(s).

or

- B. The academic integrity officer refers the case to the All-College Academic Integrity Board for a hearing.

The board (with attendance of five members required for a quorum) will meet as soon as possible with the student in question. The faculty member who reported the violation will be required to attend the hearing.

If the board decides that there has been a violation, board members, after consultation with the faculty member, will determine the appropriate sanction(s) from the list of options below, with severity determined by the nature of the violation and by whether a prior record exists. The board will prepare a report, describing the violation and the penalty for the student's academic folder. The student will be given an opportunity to read and sign the report, and may attach a personal statement to the report.

If the board decides that no violation occurred, then no report will be filed.

#### IV. Disciplinary Options for Academic Integrity Officers and Board

An academic integrity officer or Academic Integrity Board shall choose among the following disciplinary options:

For an **unintentional** violation:

1. Allow the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
  - a) give a full grade for the assignment, or
  - b) give a diminished grade for the assignment.

or

2. Assign a grade of zero or failing to the work.

For an **intentional** violation:

1. Allow the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
  - a) give a full grade for the assignment, or
  - b) give a diminished grade for the assignment.

or

2. Assign a grade of zero or failing to the work.

or

3. Record a grade of F for the course. Furthermore, the student may not withdraw from registration in the class.

or

4. Record a disciplinary F for the course; this F shall permanently contribute to calculation of the grade point average (although not explicitly labeled disciplinary on the transcript).

or

5. Suspend the student for the rest of the semester.

or

6. Suspend the student for the rest of the semester and for the following semester. The board will determine whether credits earned at another institution during these semesters may be transferred for TCNJ credit.

or

7. Dismiss the student from the College.

#### V. Appeals of Academic Integrity Decisions

Appeals may be directed as follows:

- n Any decision by a faculty member may be appealed to the academic integrity officer who will hear the case.
- n Any decision by the academic integrity officer may be appealed to the All-College Academic Integrity Board, which will hear the case.
- n Any decision by the All-College Academic Integrity Board may be appealed to the All-College Disciplinary Board. Appeals of All-College Integrity Board decisions are heard by the All-College Disciplinary Board at its discretion.
- n All decisions of the All-College Disciplinary Board are final.

#### VI. Integrity Statement

Students entering The College of New Jersey will receive a brochure explaining the College's commitment to academic integrity and the current policy and procedures for dealing with academic integrity

violations. They will be required to submit a signed copy of the following integrity statement:

*I have received The College of New Jersey brochure on academic integrity, and I understand and agree to abide by the complete policy on academic integrity and procedures for discipline of academic integrity violation as stated in their entirety in the Student Handbook.*

#### Attendance

Students are expected to attend their classes and contribute to discussions and other activities. Though grades are not based directly on attendance, they may well be based in part on classroom participation. When absences are unavoidable, students should notify the appropriate instructor beforehand if possible. For long absences (more than two consecutive classes), students must also consult the dean of graduate studies.

#### Absence for Religious Observations

Students who are absent for religious observations are excused from their classes without penalty and are permitted to make up any work they may have missed including examinations. Instructors should be informed of such absences in advance.

#### Graduate Student Complaint/Appeals Policy

Note: This policy is for complaints/appeals not involving discrimination or sexual harassment. Also see Major Policies Section-Sexual Harassment Policy for procedures in case of sexual harassment.

- I. Each department in the Schools of Culture and Society and Education may establish its own complaint procedure and committee, preferably with graduate student members. Appeals to the School of Nursing shall go directly to its respective school committee.
- II. The dean of graduate studies shall establish a procedure and a committee for appeal of complaints. The procedure for selecting faculty and students to serve on an appeals panel will follow these guidelines:
  - A. Faculty members who sit on The Graduate Program Advisory Council, including at least one from each school offering graduate programs, shall serve on the panel. Three of these members are to be drawn by lot for each appeal. For each appeal, one faculty member from the department involved shall sit on the committee. If one member of the panel is already from the department, no additional department member need be involved. A faculty member involved in the appeal shall not sit on the committee hearing that appeal.
  - B. The dean of graduate studies shall choose at least six graduate students for the graduate panel. Three of these students are drawn by lot for each appeal. For each appeal, if possible, one student from the department involved shall also sit on the committee hearing that appeal. If one member of the panel is already from the department, no additional department member need be involved. A student involved in the appeal shall not sit on the committee hearing that appeal.

- C. The procedure for appeals shall be posted on bulletin boards in each school and department and on relevant Web pages accessible to students and faculty members. Copies shall be sent to: the Student Affairs and Faculty Affairs Councils of the Faculty Senate, the bargaining unit, the provost/VPAA, the dean of student life, the SGA Executive Board, and the dean of graduate studies.
- III. The order of steps to be taken by a student having a complaint against a faculty member shall be as follows. If either party is not satisfied with the decision at any step, appeal may be made to the next step.
  - A. Discussion with the faculty member.
  - B. Discussion with the chairperson of that department.
  - C. Appeal to the department complaint committee, if any.
  - D. Appeal to the graduate school complaint committee.
  - E. Appeal to the dean of graduate studies.
  - F. Appeal to the provost/VPAA.
  - G. Appeal to the president of the College.
- IV. The complaint and the proposed solution from step B onward shall be provided in writing to all parties involved, to the chairperson, and to the next group or person appealed to. Minutes shall be kept at each step and signed by all present.
  - Hearings at each step shall be held within 30 days after the request for hearing.
  - In steps B through G, both parties to the complaint shall have the right to be present, to present testimony, and to respond to testimony by the other party.
- V. The statute of limitations on filing student appeals shall be one semester following the end of the semester in which the incident occurred.

# Academic Services and Support

## Library

The Roscoe L. West Library, named for the ninth president of the College, is centrally located on the campus. Its original building and an attached annex completed in 1970 house more than 550,000 volumes in 96,000 square feet of space. A new, state-of-the-art library facility is currently under construction, and will be open for the fall 2005 semester. This 138,000-square-foot facility will feature a café, a 24-hour study area, computer labs, an auditorium, and both wired and wireless connectivity throughout.

The expert librarians and staff are dedicated to providing support for the work of the students and faculty of the College. In addition to their advanced degrees in library and information science, all subject librarians also hold either masters or doctorate degrees in their subject fields. Students are encouraged to consult them. They can be located through the library reference department or via the "Subject Librarians" link on the library Web site.

The Felix E. Hirsch Reference Collection of nearly 25,000 volumes provides rich support for undergraduate and graduate study and research. It includes comprehensive bibliographical resources together with a broad collection of encyclopedias, dictionaries, handbooks, and guides in every discipline, as well as many specialized reference works in major languages. The collection is constantly augmented by new acquisitions.

The library subscribes to over 1,400 periodicals, including scholarly, professional, and general interest journals and newspapers, both American and foreign. The library houses extensive microform collections; publications of the New Jersey state government (the library is a New Jersey Depository); various special collections; and a media viewing and listening room with sound recordings, videos, and interactive computer software.

The library's online catalog provides access to holdings in the book, media, and periodical collections and is accessible through the library's Web site, [www.tcnj.edu/~library](http://www.tcnj.edu/~library). In addition, the Web site offers access to over 80 electronic databases in various disciplines. Many of these databases include full-text journal articles. Students and faculty may access these resources both on and off campus. The Web site also provides information about library collections, finding aids, and library services.

The library provides a document delivery service to supplement the periodical collections. Any student or faculty member may request, at no charge, document delivery of periodical articles not owned by the library; books not owned by the library may be borrowed through the nationwide interlibrary loan network of academic libraries and research centers. Materials are usually received within two weeks. The library also maintains cooperative arrangements with many regional academic libraries, from which students and faculty may borrow materials directly.

All floors of the library are easily accessible to the physically challenged or wheelchair-bound. Additional services are available for patrons with special needs. The library is open to the public more than 95 hours per week; a reduced schedule applies during vacations. For additional information concerning access to the library and its collections, consult the library Web page through the TCNJ home page.

## Computer Services

Students will find computer facilities abundant and readily accessible, with over 400 computers in more than 20 computer labs located throughout the campus. The majority of the computer labs are PC workstations. There are also a variety of computer labs that contain specialized hardware including Macintosh and SUN computers. Lab locations include Roscoe L. West Library, Brower Student Center, Forcina Hall, and Holman Hall.

Computer labs are equipped with standard campus software including MSOffice (Word for word processing, Excel for spreadsheets, Access for databases, and PowerPoint for presentations). Each computer has access to the Internet and e-mail capabilities.

A variety of specialized hardware and software exists as well for the departments that use computer labs. While all computer labs have the standard campus software, some have specialized software to accommodate specific departments.

For weekly lab hours, visit [www.tcnj.edu/~it/uss](http://www.tcnj.edu/~it/uss).

## Bookstore

The College Bookstore, located in the Brower Student Center, offers text and trade books, academically priced software, magazines, newspapers, supplies, clothing, and snack foods.

The entire store is open during the fall and spring semesters from:

7:30 A.M.–8 P.M. Monday–Thursday

7:30 A.M.–5 P.M. Friday

10 A.M.–4 P.M. Saturday and Sunday

The convenience store section is open:

7:30 A.M.–10 P.M. Monday–Thursday

7:30 A.M.–9 P.M. Friday

10 A.M.–9 P.M. Saturday and Sunday

Check with the store for summer business hours.

Most college programs require adherence to APA writing styles. This reference book is available in the bookstore.

## Instructional Technology Services Center (ITS)

The center serves to promote effective communication through the use of instructional technology. ITS is located in Forcina Hall 111 and provides an open facility in which students and faculty may preview, plan, organize, and produce computer-generated and other forms of presentation materials for classes and out-of-class assignments. For more information, please call 609.771.2114.

## Equipment Distribution Center

The Equipment Distribution Center maintains and distributes a large inventory of AV equipment in support of campus instructional programs. EDC is located in Forcina Hall 113 and technicians provide simple to sophisticated audiovisual setups and services for campus lecture halls and classrooms. For more information, please visit the EDC's Web site, <http://www.tcnj.edu/~it/edc.html> or call 609.771.2358 for scheduling or 609.771.2006 for technical support.

## **College Art Gallery**

The College Art Gallery, located in Holman Hall, offers a diverse program of exhibitions, lectures, panel discussions, gallery talks, and demonstrations throughout the academic year. Major exhibitions have included juried national drawing and printmaking exhibitions as well as works on loan from distinguished collections. The art gallery is open from NOON–3 P.M. Monday through Friday, 7–9 P.M. Thursday, and 1–3 P.M. Sunday. All gallery programs are free and open to the public.

## **Kendall Performance Center**

The Kendall Performance Center located in Kendall Hall is the main performance facility for the campus, serving the needs of the students, faculty, staff, alumni, and surrounding community. Renovated with extensive upgrades, Kendall Hall houses the Department of Communication Studies and many laboratory and performance spaces including a television studio, a theatrical studio, a radio production lab, and 800+ seating in the main theater. The facilities include scenic and costume shops with storage, makeup, and dressing rooms; and video-editing studios. WTSR, the campus radio station, is housed in this facility.

## **Music Building and Concert Hall**

The College's state-of-the-art Music Building Concert Hall serves as the primary facility for concerts and recitals. This building, designed in the Georgian colonial style of the campus, contains a 300+ seat concert hall critically acclaimed for its aesthetic and acoustical properties, instrumental and choral rehearsal halls, computer synthesizers and keyboard laboratories, numerous classrooms, small ensemble suites, and practice rooms.

# Campus Services and Organizations

## Alumni Association

Students who receive advanced degrees or graduate certificates from The College of New Jersey become members of the Alumni Association. The association provides alumni with opportunities to be part of networking and mentoring programs, affinity chapters, and college-wide events. For more information, please contact the Alumni Affairs office at 609.771.2398 or e-mail [alumni@tcnj.edu](mailto:alumni@tcnj.edu).

## Athletic Events

The College participates in NCAA Division III sports. For ticket information, contact the Office of Athletics at 609.771.2230. Graduate students may attend some events free of charge with a student ID card.

## Athletic Facilities

Graduate students may utilize the College's indoor and outdoor athletic-recreation sport facilities for general recreation. The Student Recreation Center offers limited cardiovascular equipment, racquetball, tennis, volleyball, basketball, and jogging. There are also eight lighted outdoor tennis courts and an eight-lane, 400-meter synthetic track for jogging. The Aquatic Center and Physical Enhancement Center, both located in Packer Hall, are also available for use. For more information regarding athletic-recreation sport programs and facilities, please call 609.771.2230.

## The Clayton R. Brower Student Center

The Clayton R. Brower Student Center, which is open from 7 A.M.–2 A.M. every day during the academic year, offers graduate students a variety of resources to fulfill your dining, banking, academic, and entertainment needs. This includes:

- n The College Bookstore
- n Wachovia ATM machines
- n The Food Court
- n Edith's Place
- n The Rathskeller
- n The Information Desk
- n The Game Room
- n The Box Office
- n lounges and conference rooms
- n and much more...

For more information about the student center, visit the Information Desk, or call 609.771.2331.

## Campus Police Services

The Office of Campus Police Services provides the campus community with law enforcement, security, and other related services. The Office of Campus Police Services is located in the Administrative Services Building near Metzger Drive adjacent to parking lot 6B and is staffed 24 hours a day, seven days a week.

Fully commissioned, armed police officers and civilian security officers patrol the campus on foot, on bicycles, and in vehicles. Police officers are fully trained and empowered with the responsibility and authority to enforce criminal and motor vehicle laws. Officers are available to conduct crime prevention awareness presentations on a number of specific topics through "CAP"—Crime Awareness Program.

To ensure that the College continues to maintain a safe campus, members of the community are urged to report all crimes (actual, attempted,

or suspected) to the Office of Campus Police Services. Motor vehicle accidents should also be reported.

To view online the College's Annual Security Report, please address the College Web site at [www.tcnj.edu/~tcnjpd/safety](http://www.tcnj.edu/~tcnjpd/safety) or contact a campus police representative at 609.771.2171.

Emergency telephones may be found at various locations around the campus, which connect directly with campus police headquarters and may be used to summon help in an emergency.

From on-campus telephones and pay phones, please dial 911 to report police, fire, or medical emergencies. Please note that dialing 911 from a cell phone will result in the routing of the emergency call, potentially delaying service and response. For non-emergency situations, questions or general administrative matters, please call 609.771.2167.

## Career Services

The Office of Career Services offers a variety of services and programs designed to assist graduate students with career planning. The career planning process begins early in a student's graduate career. A staff of professional career counselors assists students in clarifying their interests, skills, and values. This self-assessment helps graduate students choose appropriate career options. Graduate students are encouraged to explore career options and develop professional skills by participating in internships. A comprehensive placement program assists students in finding employment.

Career Services offers the following:

- n Individual counseling designed to help students clarify career goals and develop strategies for pursuing occupational choices.
- n Workshops on topics such as resume writing, interviewing, job search strategies, and planning for graduate study.
- n SIGI-PLUS, a computerized system of career guidance.
- n Graduate and Professional School Advisement assists students in identifying and applying to advanced degree programs.
- n Student Employment: campus employment and community service opportunities.
- n Experiential Education: full-time and part-time employment listings (local, state, and national).
- n Annual Education On-Campus Recruitment Program: six days each spring semester where school districts hold job interviews for full-time permanent positions within their districts.
- n Credentials Service: coordinates letters of reference for seniors, graduate students, and alumni.
- n MonsterTRAK: an online database of internship and full-time employment opportunities. MonsterTRAK assists students and alumni with their job searches by posting student resumes and making resumes Web-accessible to employers.
- n Annual Graduate and Professional School Admissions Day.\*
- n Special Programs: Dining Out in Professional Style teaches students professional and dining etiquette. Framing Your Future prepares graduate students to make a smooth transition into careers and/or additional graduate study.

\*Please call the Office of Career Services for dates, times, and locations.

The Office of Career Services is open from 8:30 A.M.–6 P.M. Monday–Thursday, and 8:30 A.M.–4:30 P.M. Friday. For further information, visit career services at TCNJ's Web site at [www.tcnj.edu/~career/](http://www.tcnj.edu/~career/). The office can be reached via e-mail at [career@tcnj.edu](mailto:career@tcnj.edu) or by phone at 609.771.2161.

## Certification Office

Upon recommendation of the respective program chair/coordinator, the TCNJ certification office provides and processes application documents for students seeking New Jersey certification in the area of their completed College and state-approved program. Inquiries concerning certification should be directed to Roberta Conjura (609.771.2318 or rconjura@tcnj.edu) or Rita Loiacono (609.771.2396 or loiacono@tcnj.edu) in the certification office, Forcina Hall 141.

## Child Care Center

The College of New Jersey Child Care Center is designed to serve the needs of students, faculty, staff, and alumni with children from two and a half to six years of age. All children must be toilet trained. The purpose of the center is to enhance the development of the total child—physical, mental, social, and emotional. Activities are planned according to age, interest, and capabilities of the child.

Indoor and outdoor experiences include: creative art, rhythm and music, math-their-way calendar, practical life activities, story boards, whole-language activities, books and stories, manipulative toys and games, block building and carpentry, campus walks, dramatic play, water play, climbing, riding, sand play, and much more.

A unit approach is used to incorporate many of these activities around one subject area. Children are encouraged to learn by doing—to explore and discover in a safe and healthy environment.

Summer Child Care includes all of the academic year “Play and Learn” activities plus daily water play and weekly visits to the Aquatic Center for supervised recreational swimming. Children enjoy campus nature walks, visiting our lakes, feeding the ducks and geese, and also picnicking under shade trees.

The center is open Monday through Friday from 7:45 A.M. to 5 P.M. Services are provided year round, closing during the last two weeks in August, College holidays, and College energy-saving days.

For information and registration, please contact Nikki Robinson, Coordinator, Child Care Center, at 609.771.3055. Applications are available at the Child Care Center, Forcina Hall 159 or write to The College of New Jersey, Forcina Hall 159, PO Box 7718, Ewing, NJ 08628-0718.

## Differing Abilities Services

The Office of Differing Abilities Services, located in Eickhoff Hall 159 (609.771.2571), is committed to meeting an individual’s special needs to allow full participation in college life. Our goal is the successful integration of individuals with disabilities into the College community. The staff addresses specific issues which may interfere with the academic or social adjustment of a person and functions as an advocate in removing physical and/or attitudinal barriers that may impede that person’s pursuit of an education. Some services that the office provides include sign interpreters, alternate testing accommodations, and assistance with campus-wide accessibility. Services are confidential and the staff will only inform professors and other staff members of an individual’s differing ability with the individual’s consent.

This office recognizes that the student has the right to decline to be identified as a person with differing abilities. However, if special assistance is needed, in order for TCNJ to provide the most effective services, it is imperative that one identifies oneself.

## Dining Facilities on Campus

### Brower Student Center

#### Edith’s Place (Starbucks)

Starbuck’s Coffee, tea, fruit juices, bagels, snacks, and more  
Monday–Friday 7:30 A.M.–2:30 P.M.

#### Food Court

Deli, grill, pizza and pasta, fresh-made salads, bagels, drinks, and more

Monday–Thursday 7 A.M.–8 P.M.

Friday 7 A.M.–5 P.M.

#### Rathskeller

Pub food and drinks

Monday–Friday 11 A.M.–10 P.M.

Saturday 12 P.M.–5 P.M.

Sunday 12 P.M.–5 P.M.

### Eickhoff Hall

#### Eickhoff Dining Hall

Soup and salad bar, grill service, deli, pizzas, home-style meals and side dish specials, coffee and cappuccino bar, assorted cakes, pies, cookies, ice cream, and much more

Monday–Thursday 7:30 A.M.–7:30 P.M.

Friday 7:30 A.M.–7 P.M.

Saturday, Sunday 10 A.M.–7 P.M.

#### The 1855 Room

Hot and cold buffet and salad bar, as well as fresh home-baked breads and desserts are available during lunch

Monday–Friday 11:00 A.M.–2 P.M.

Selections of menu entrées and wait service are offered during dinner

Monday–Sunday 5 P.M.–8 P.M.

#### Marketplace Convenience Store

Snacks, drinks, convenience items

Monday–Friday 7:30 A.M.–1:30 A.M.

Saturday, Sunday 7:30 A.M.–12 A.M.

### Holman Hall

#### The Holman Cart

Snacks and drinks

Monday, Tuesday, Thursday 8:30 A.M.–5 P.M.

Wednesday 8:30 A.M.–1:30 P.M.

Friday 8:30 A.M.–2:30 P.M.

### Travers-Wolfe Hall

#### Travers-Wolfe Dining Hall

Grill, wraps, breakfast, home-style meals, pizza, salad bar, snacks, desserts, drinks, and more

Sunday–Thursday 5 P.M.–12 A.M.

Friday, Saturday 6 P.M.–12 A.M.

## Health Services

The Office of Health Services, located in Eickhoff Hall 107, provides quality, confidential, interim health care to all current TCNJ students with special attention given to those problems frequently encountered in a college-age population. Office hours are as follows: Monday through Thursday 8:30 A.M.–8 P.M., Friday 8:30 A.M.–4 P.M., and Saturday 9 A.M.–11:30 A.M. while the College is in session. Appointments are required. Saturday and evening appointments are reserved for students with acute illnesses and injuries.

In addition to treatment services for the acute care of common illnesses and injuries, Health Services provides the following: vaccinations, tuberculosis screening, testing for sexually transmitted infections, emergency contraception (“morning-after pill”), required physical examinations, pregnancy tests, flu shots, allergy injections, HIV testing, and other health-related services and information. Health Services works with students to increase their knowledge of health-related issues, improve individual self-care capabilities, encourage responsible use of health care resources, and promote an appreciation for wellness based on healthy lifestyle choices.

More complicated or chronic health conditions are referred to physicians and other specialists in the community. Please note that dental services and vision care are not available on campus. In the event of an on-campus medical or psychological emergency, please call Campus Police at 9-1-1 for immediate assistance and transport to the nearest emergency facility.

Visits to Health Services are free. However, there is a charge for vaccinations, certain tests, and supplies. Community health facilities must be utilized for pharmacy, X-ray, laboratory, emergency services, specialized care, etc., at additional cost to the student. Student insurance will help defray the cost of most of these services and is strongly recommended.

For more information or to schedule an appointment, call Health Services at 609.771.2483.

#### **Routine Gynecological Care and Contraceptive Services:**

Planned Parenthood Association of the Mercer Area, Inc., operates an on-site clinic within Health Services during the fall and spring semesters by appointment. Routine gynecological examinations and testing, as well as birth control counseling and supplies, can be obtained. Call 609.771.2110 for information. There is a fee for this service.

#### **Student Health Insurance:**

A special low-cost insurance health program at TCNJ was adopted to provide students with adequate accident and illness coverage as well as some preventive-care coverage. Since this is not an excess policy, claims may be filed regardless of what other insurance coverage the student may have. Full-time undergraduate (with at least 12 credit hours) and graduate students (with at least nine credit hours) are automatically billed and enrolled in this program. Part-time students interested in participating in this program should contact the Office of Student Accounts, 609.771.2172. Enrollment for dependents is available to married TCNJ students at additional cost. Full-time students with comparable health insurance can decline enrollment in the student insurance plan by completing a waiver form the first week of class. Details will be included on your tuition bill.

### **Psychological Counseling Services**

Short-term counseling is available to students on an individual and group basis. Counseling helps ameliorate problems that interfere with a student’s educational progress and can be helpful in developing one’s professional role. For the graduate population there are often more demands on time along with other stresses and challenges. Counseling can serve as an opportunity to develop a constructive response to these many demands. Individual brief counseling may be chosen, along with group counseling for a variety of topics. Groups may be ongoing, short-term, or in a workshop format. All counseling is confidential and free.

**Counselor-in-Training Program:** The Office of Psychological Counseling Services offers a training program for graduate students studying to become professional counselors. Equivalent to a practicum, this applied experience puts classroom knowledge into action. Interviews for counselor-in-training positions are held each spring semester for the following academic year, typically in March.

The Office of Psychological Counseling Services is located in Eickhoff Hall 107, part of the Center for Campus Wellness. The office is open from 8:30 A.M.–4:30 P.M. Monday through Friday. For further information, call 609.771.2247.

### **Speech-Language and Hearing Services**

The Speech-Language and Hearing Center, located in Forcina Hall, is staffed by ASHA-certified and NJ-licensed speech-language pathologists and audiologists and administered jointly by Speech and Hearing Associates and the Department of Language and Communication Sciences. The center provides assessment and rehabilitation services to the campus community and the greater Mercer County area.

Services are provided by graduate students in clinical practicum under the direct supervision of certified and licensed staff. All students and staff of the College are eligible for speech, language, and hearing services at no cost. All others are charged according to a standard fee schedule.

Clients for speech-language services are scheduled just prior to or during the first weeks of each academic session. Appointments for the hearing services may be scheduled during regular office hours. For information, call 609.771.2322.

### **Student Campus Employment Program**

Various on-campus jobs are available that do not require the completion of a FAFSA/RFAFSA, nor do they require the demonstration of financial need. Students desiring employment may apply through The College of New Jersey’s Office of Career Services, 609.771.2161.

### **Women’s Center**

The Women’s Center is dedicated to addressing the concerns of women students. It provides a comfortable place for relaxation and conversation and offers services and programs relevant to women students’ lives. The center may be used for meetings, informal discussions, studying, and advising. It is located in the basement of the Brower Student Center under the campus-side entrance. The Women’s Center is open from 9:30 A.M.–5:00 P.M. Monday through Friday during the fall and spring semesters. For more information, please call 609.771.2120.

# School of Culture and Society

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**SUSAN ALBERTINE, DEAN**

## Master of Arts in English

David Venturo, *Coordinator, Graduate Program in English*

The Master of Arts in English offers students an advanced program of study with specialization in literatures in English. The program stresses contemporary literary theories and sound practices in research and writing. Although many students are part time and take longer, full-time students may complete the degree in two years. For additional flexibility, credit is awarded for supervised independent study, research conducted with a faculty member, and independent research culminating in a master's thesis.

### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
Graduate Record Exam (GRE)

### Graduation Requirements:

30 credits

### Required Courses:

ENGL 505/Contemporary Literary Theory and Methods **6 cr.**  
ENGL 550/Seminar in Poetry

### Electives:

At least 18 elective credits must be from department offerings **24 cr.**

**Comprehensive Examination:** ENGL 700

## Master of Arts in Applied Spanish Studies

Deborah Compte, *Coordinator, Graduate Program in Applied Spanish Studies*

The Master of Arts in Applied Spanish Studies offers students an advanced program of study in Spanish language, literature, linguistics, and culture with an applied focus to the K–12 classroom. The program stresses the intersection of second language acquisition methodologies with the study of various areas of interest within the discipline, and how best to apply this knowledge in creating learning units for the K–12 classroom. All courses require oral presentations and the creation of applied lesson plans for the K–12 classroom. As the student progresses through the degree program, s/he will develop a comprehensive Web portfolio of assignments demonstrating mastery of the material and their application to the classroom.

### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
Essay in Spanish  
Oral interview to assess sufficient oral proficiency to succeed in the program  
Graduate Record Exam (GRE)  
Two letters of recommendation

### Graduation Requirements:

36 credits

### Required Courses:

**24–27 cr.**  
SPAN 500/Advanced Spanish Language (may be waived)  
SPAN 501/An Inductive Approach to Spanish Grammar  
SPAN 503/History and Culture of Spain  
SPAN 504/Culture and Society of Spanish America  
SPAN 511/Peninsular Literature  
SPAN 512/Survey of Spanish American Literature  
SPAN 515/Applied Spanish Phonetics  
SPAN 590/Second Language Acquisition and Related Methodologies  
SPAN 591/Curriculum Design

### Electives:

9–12 credits from additional department offerings **9–12 cr.**

### Web Portfolio:

A comprehensive compilation of applied course requirements demonstrating mastery of course material and application to the K–12 classroom through the development of learning units.

# School of Education

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**TERENCE O'CONNOR, DEAN**

## **Mission Statement**

The mission of the School of Education is to create exemplary professionals prepared to enrich the lives of the people of New Jersey through education and, consequently, to provide a national model for the preparation of educators. Through their practice and scholarship, members of our professional community model the outcomes candidates are to attain as they prepare for and develop in their professions as teachers, administrators, counselors, and clinicians. Commitment to exemplary professionalism is expressed thematically, in all programs and across the continuum of professional practice, with focus on knowledge and inquiry; excellence in practice; multiculturalism, diversity, and inclusion; leadership and advocacy; and the preparation of professionals who function effectively and reflectively in multiple contexts and communities.

## **Graduate Study in Education**

Education at the graduate level is vital to realizing the School of Education's mission in "the preparation and ongoing professional development" of educators and clinicians. Through graduate study, students may prepare to enter a new field or to develop and enhance skills and abilities critical to maintaining excellence in the practice of the profession to which they already belong. Graduate study emphasizes depth of knowledge; the importance of drawing critical connections between theory, research, and practice; and the ongoing need to approach one's work in a spirit of inquiry. The degree and non-degree programs described below within departments exemplify the School of Education's commitment to providing leadership and maintaining excellence across the continuum of professional practice.

## **Creating Exemplary Professionals**

Creating Exemplary Professionals is the conceptual framework for professional education at The College of New Jersey, guiding all programs in the School of Education and throughout the College. Based on current thinking, research, and practice regarding the nature of learning, teaching, and schooling, the framework supports the creation of an active, reflective, interactive educator, who is not only effective but exemplary. The mission, themes, and outcomes define our shared vision of Creating Exemplary Professionals.

**Themes and Associated Learning Outcomes:** The themes and learning outcomes, presented next, are emphasized in all courses and field experiences in the School of Education. Five programmatic themes support and define the overarching concept of Creating Exemplary Professionals. The phrases listed immediately beneath each theme are dispositions that develop the meaning and intent of the theme and become significant as directions for action and guidelines for programs. These are followed by the associated learning outcomes expected to be attained by graduates at the completion of their programs of study.

## **Knowledge and Inquiry**

- n Learners viewed as active constructors of knowledge;
- n Knowledge generated and disseminated by faculty, students, and professional community partners;
- n Teaching based on research, best practice, inquiry, and analysis;
- n Reflection practiced for professional development and program improvement.

*TCNJ graduates demonstrate highly advanced communication and ethical decision-making skills in their interactions with others.*

*They apply and transform the growing knowledge bases in the content and practice of their professions.*

*They value inquiry, critical thinking, connected knowledge, creativity, independent thinking, and interdisciplinary conversation.*

*As reflective, effective educational decision makers, they attain and demonstrate efficacy in the best educational practices.*

## **Excellence in Practice**

- n Instructional strategies exemplifying best practice;
- n Technology as a tool for teaching and learning;
- n Collaboration to enhance growth for all members of the learning community;
- n Ethical behavior and integrity modeled.

*TCNJ graduates work to maintain excellence across the continuum of educational practice through ongoing inquiry and learning.*

*They use defensible, appropriate instructional/therapeutic strategies, grounded in the knowledge bases of their profession and on assumption of personal responsibility for effective practice.*

*They use technology effectively as a tool to support and enhance learning, and they understand how technology changes teaching and learning, including the contexts in which learning may occur.*

*They make connections among theory, research, and practice; between content and pedagogy; between special and general education; between the contexts of the classroom or clinic and the community; between ethics and actions; and among professionals.*

## **Multiculturalism, Diversity, and Inclusion**

- n Knowledge about and respect for human commonalities affect practice;
- n Knowledge about and respect for human differences affect practice;
- n Equity and social justice through education.

*TCNJ graduates work successfully with learners and clients of increasingly diverse backgrounds, many of whom speak English as a second language and who come from communities different from their own.*

*They are knowledgeable about how universal characteristics of human development interact with individual and cultural differences to influence learners and are competent in using that information to promote development in all populations and with all persons they serve.*

## Multiple Contexts and Communities

- n Efficacy demonstrated in multiple contexts that include urban, multi-cultural, multilingual, and global;
- n Positive interactions in multiple communities that include families, neighborhoods, schools, and agencies.

TCNJ graduates are collegial and professional in their interactions and competent in collaborating with others in a community of learners to create positive educational environments.

They demonstrate success in multiple contexts and with members of multiple communities, acknowledging the potency of context and relationships and using that knowledge positively.

## Leadership and Advocacy

- n Providing service on behalf of students and clients;
- n Developing leadership for the enhancement of practice and the profession;
- n Promoting individual development and social justice through education.

TCNJ graduates are leaders in the improvement of practice in their professions.

They are active advocates for their students and clients.

They are active in establishing policy that has a positive impact on those they serve.

## Master of Arts in Teaching

Stuart Carroll, *Coordinator, MAT Program*

The Master of Arts in Teaching program consists of a core of courses which all degree candidates will complete, plus various specialization courses to meet state certification requirements in a particular discipline. The specialization disciplines currently include early childhood education, elementary education, secondary education, and special education.

The program provides an immersion option which will allow a cohort of full-time students to complete the program in one calendar year beginning and ending with a summer session. Students who are employed full time may complete the new program on a part-time basis beginning in the summer or fall.

In order to become certified, students successfully completing the Master of Arts in Teaching program must take and pass the PRAXIS Examination in their area of specialization and must also complete the State of New Jersey hygiene-physiological requirement.

## Early Childhood Specialization (EDEK)

**Program A—No Prior Teaching Certificate**

**Program B—Alternate Route P–3 Certified**

Blythe Hinitz, *Coordinator, Graduate Program in Early Childhood Education (MAT)*

### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
Graduate Record Exam (GRE)  
60 credits in undergraduate liberal arts and sciences

### Graduation Requirements:

Cumulative grade point average of 3.0 in the MAT program  
Completion of all departmental requirements/prerequisites  
Program A 36 credits  
Program B 35 credits

### Required Courses: (Program A):

<b>Summer I</b>		<b>7 cr.</b>
EDUC	501/Exploring Teaching	
ECED	640/Development and Learning of the Young Child	
<b>Fall I</b>		<b>12 cr.</b>
ECED	504/Teaching Young Children: Creating and Sustaining Classroom Communities	
EDUC	694/Internship I	
EDUC	620/Multicultural and Social Foundations of Emergent and Early Literacy	
MATH	596/Concepts and Methods of Teaching Math in Elementary Grades	
<b>Spring I</b>		<b>11 cr.</b>
ECED	560/Curriculum Experiences for Young Children in the Inclusive Classroom	
ECED	695/Internship II	
ELEM	690/Student-Teaching Seminar	
<b>Summer II</b>		<b>6 cr.</b>
EDUC	513/Collaboration, Consultation, and Partnerships	
EDUC	615/Capstone Experience: The Teaching Professional	
RDLG	570/Issues in Literacy Instruction	
ECED	700/Comprehensive Examination	

### Required Courses: (Program B):

**Transferred Courses from P–3 Alternate Route Certification 15 cr.**

ECED 504/Teaching Young Children: Creating and Sustaining Classroom Communities

ECED 560/Curriculum Experiences for Young Children in the Inclusive Classroom

ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy	
ECED 640/Development and Learning of the Young Child	
ECED 651/P-3 Mentored Internship I	
ECED 655/Clinical Seminar in Early Childhood Education I	
ECED 652/P-3 Mentored Internship II	
ECED 656/Clinical Seminar in Early Childhood Education II	

**Summer I** 5 cr.

EDUC 501/Exploring Teaching	
EDUC 513/Collaboration, Consultation, and Partnerships	

**Fall I** 7 cr.

ELEM 520/Multicultural Social Studies Methods	
ELEM 521/Methods for Teaching Science in the Inclusive Classroom	
MATH 596/Concepts and Methods of Teaching Math in the Elementary Grades	

**Spring I** 5 cr.

EDUC 614/Creating and Sustaining Classroom Communities	
RDLG 570/Issues in Literacy Instruction	

**Summer II** 3 cr.

ECED 500/Early Childhood Education: Current Issues and Trends	
EDUC 615/Capstone Experience: The Teaching Professional	
ECED 700/Comprehensive Examination	

**Elementary Education Specialization (EDET)**

Stuart Carroll, Coordinator, Graduate Program in Elementary Education (MAT)

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Graduate Record Exam (GRE)  
 60 credits in undergraduate liberal arts

**Graduation Requirements:**

Cumulative grade point average of 3.0 in the MAT program  
 Completion of all departmental requirements/prerequisites  
 35 credits

**Required Courses:****Summer I** 6 cr.

EDUC 501/Exploring Teaching	
EPSY 523/Child Growth and Development	

**Fall I** 13 cr.

EDUC 694/Internship I	
RDLG 537/Language Arts Literacy	
ELEM 520/Multicultural Social Studies Methods	
ELEM 521/Methods for Teaching Science in the Inclusive Classroom	
MATH 596/Concepts and Methods of Teaching Math in the Elementary Grades	

**Spring I** 10 cr.

EDUC 614/Creating and Sustaining Classroom Communities	
ELEM 695/Internship II	
ELEM 690/Student-Teaching Seminar	

**Summer II** 6 cr.

EDUC 513/Collaboration, Consultations, and Partnerships	
EDUC 615/Capstone Experience: The Teaching Professional	
RDLG 570/Issues in Literacy Instruction	
EDUC 700/Comprehensive Examination	

**Secondary Education Specialization (SECE–English; SECF–Social Studies; SECG–Mathematics; SECH–Science)**

Tony Evangelisto, Coordinator, Graduate Program in Secondary Education (MAT)

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Graduate Record Exam (GRE)  
 30 credits in undergraduate content area knowledge

**Graduation Requirements:**

Cumulative grade point average of 3.0 in the MAT program  
 Completion of all departmental requirements/prerequisites

**Required Courses:****Summer I** 6 cr.

EDUC 501/Exploring Teaching	
AND	
EPSY 524/Adolescent Development and Education	
OR	
EPSY 513/Psychology of Learning	

**Fall I** 12 cr.

SCED 694/Internship I	
RDLG 579/Content Area Literacy	
SCED 510/Curriculum of the Secondary School	
SCED 590/Methods in the Content Area (English, Social Studies, Mathematics or Science)	

**Spring I** 11 cr.

EDUC 614/Creating and Sustaining Classroom Communities	
SCED 695/Internship II	
EDFN 520/Social Problems in Education	

**Summer II** 6 cr.

EDUC 513/Collaboration, Consultation, and Partnerships	
EDUC 615/Capstone Experience: The Teaching Professional	
SCED 597/Topics in Secondary Education	
EDUC 700/Comprehensive Examination	

**Special Education Specialization (SEDD)**

Amy Dell, Coordinator, Graduate Program in Special Education (MAT)

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Graduate Record Exam (GRE)  
 60 credits in undergraduate liberal arts and an undergraduate major in an approved content area \*

\*Note: The New Jersey Department of Education is issuing new regulations regarding "highly qualified" teachers in Special Education.

**Graduation Requirements:**

Cumulative grade point average of 3.0 in the MAT program  
 Completion of all departmental requirements/prerequisites  
 38 credits

**Required Courses:****Summer I****6 cr.**

EDUC 501/Exploring Teaching  
AND  
EPSY 513/Psychology of Learning  
OR  
EPSY 523/Child Growth and Development

**Fall I****12 cr.**

EDUC 694/Internship I  
OR  
SPED 691/Internship I  
RDLG 579/Content Area Literacy  
SPED 612/Curriculum and Methods for Students  
with Mild Disabilities  
ELEM 521/Methods for Teaching Science in the  
Inclusive Classroom  
ELEM 522/Methods for Teaching Math in the Inclusive Classroom

**Spring I****8 cr.**

EDUC 614/Creating and Sustaining Classroom Communities  
SPED 605/Language and Reading Strategies for Students with  
Disabilities  
SPED 626/Teaching Students with Severe Disabilities

**Summer II****5 cr.**

EDUC 513/Collaboration, Consultation, and Partnerships  
SPED 521/Assistive Technology  
EDUC 700/Comprehensive Examination

**Fall II****7 cr.**

EDUC 615/Capstone Experience: The Teaching Professional  
SPED 695/Internship II

EDFN 521/Cultural Foundations of Education  
OR  
EDFN 520/Social Problems in Education  
OR  
EDFN 500/Foundation of Education  
RDLG 570/Issues in Literacy Instruction  
OR  
RDLG 579/Reading in the Content Areas

**Master of Arts in Counselor Education  
(CPSA), (CPSD), (CPSE)**

Mark Kiselica, Chair, Department of Counselor Education

The Department of Counselor Education at The College of New Jersey is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the following program areas: Community Counseling and School Counseling.

Master of Arts students must choose one of two options. The School Counseling option (CPSA) will qualify students for New Jersey state certification as a school counselor at the elementary and secondary levels and Pennsylvania state certification in school counseling at the elementary and secondary levels. The Community Counseling option has specializations in Substance Abuse and Addiction Counseling (CPSD) and Human Services (CPSE). Depending on the specialization chosen, Community Counseling option students are prepared for positions in community and government agencies, higher education, business, and substance abuse programs.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
Graduate Record Exam (GRE)  
Interview (to be arranged by the department)

Candidates for both options must present a bachelor's degree from an accredited college or university, meet college matriculation requirements, and attend an interview with the department faculty. In addition to the above criteria, consideration will be given to the candidate's openness to personal and professional self-development, potential success in developing interpersonal relationships in a counseling context, and prior relevant experiences. Meeting these minimum criteria does not guarantee admission to the department.

Those seeking Pennsylvania School Counselor Certification must also present evidence of their successfully passing the School Guidance and Counseling Praxis Test (20420) and a series of Pre-Professional Skills Tests (PPST) in Reading (0710), Writing (0270), Math (0730), and Listening Skills (0740), all of which are administered by the Educational Testing Service (ETS).

**Graduation Requirements:**

1. In accordance with college policy, all graduate students must maintain a cumulative grade point average (GPA) of 3.0. Any student whose GPA falls below 3.0 will be placed on academic probation and will be dismissed if an overall GPA of 3.0 is not achieved by the end of a probationary semester.
2. Students must complete COUN 501, 670, 675, 690, 693 (or 694/695) with a grade of B- or better.
3. A student who has received a grade of C+ or lower in prerequisite courses will not be permitted to enroll in COUN 670, 675, 690, and 693 (or 694/695).
4. With departmental approval, students who receive a grade of C+, C, or C- in COUN 501, 670, 675, 690 or 693 (or 694/695) will be

**Education of the Deaf and Hard of  
Hearing/Elementary Education (DHHT)**

Barbara K. Strassman, Coordinator, Graduate Program in Deaf and Hard of Hearing/Elementary Education (MAT)

**Admission Requirements:**

Only students who have completed a bachelor's degree in the Deaf/Elementary Education program at TCNJ may matriculate into the MAT. Students must have a GPA of 3.0 to matriculate into the MAT portion of the program.

**Graduation Requirements:**

Cumulative grade point average of 3.0 in the MAT program  
Completion of all departmental requirements/prerequisites  
36 credits

**Required Courses:****Senior Year of Undergraduate Program****6 cr.**

SPED 530/Speech Development in Deaf or Hard of  
Hearing Individuals  
RDLG 578/Teaching Reading K-12

**Summer and Following Year****30 cr.**

EDUC 513/Collaboration and Partnerships  
ESLM 578/Theory and Practice of Teaching ESL  
OR  
ESLM 587/Curriculum and Methods for Multilingual Populations  
OR  
ESLM 525/Second Language Acquisition  
SPED 690/Deaf Education Internship and Seminar  
ELEM 690/Elementary Education Internship  
EDFN 508/Introduction to Research

permitted to retake the course(s) in question only once if they wish to attempt to improve their grade and remain in the program. Failure to obtain a B- or better in the second attempt will result in automatic termination from the Department of Counselor Education. A student receiving an F grade will automatically be denied continuance in the Department of Counselor Education.

5. Students are also responsible to obtain, familiarize themselves with, and abide by the department's specialized policies and procedures as documented in the most recent edition of the department's student manual.

### School Counseling Option (CPSA)

MaryLou Ramsey, Coordinator, Graduate Program in School Counseling

48 credits

#### Required Core Courses: 33 cr.

COUN 501/Introduction to Counseling  
 COUN 515/Statistics and Research in Counseling  
 EPSY 520/Fundamentals of Human Development  
 EPSY 643/Measurement and Evaluation  
 COUN 530/Multicultural Counseling  
 COUN 535/Career Counseling and Placement  
 COUN 670/Counseling Theory and Techniques  
 COUN 675/Group Counseling  
 COUN 690/Practicum Seminar  
 \*COUN 693/Internship

\*The requirements for COUN 693 (one term) may be met by COUN 694/695 (two terms).

#### Other Required Courses:

##### Environmental Emphasis: 3 cr.

COUN 660/Organization, Administration, and Supervision of School Counseling

##### Specialized Studies: 6 cr.

Special Education—SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities  
 Sociological Foundations—COUN 545/Community Agency Counseling

#### Electives: Chosen with advisement.\*\* 6 cr.

\*\*May be COUN 699/Thesis/Creative Project for 6 cr.

**Comprehensive Examination:** COUN 700

### Community Counseling Option: Substance Abuse and Addiction Counseling Specialization (CPSD)

Mark Woodford, Coordinator, Graduate Program in Community Counseling

48 credit minimum

#### Required Core Courses: 33 cr.

COUN 501/Introduction to Counseling  
 COUN 515/Statistics and Research in Counseling  
 EPSY 520/Fundamentals of Human Development  
 EPSY 643/Measurement and Evaluation  
 COUN 530/Multicultural Counseling  
 COUN 535/Career Counseling and Placement  
 COUN 670/Counseling Theory and Techniques  
 COUN 675/Group Counseling  
 COUN 690/Practicum Seminar  
 \*COUN 693/Internship

\*The requirements for COUN 693 (one term) may be met by COUN 694/695 (two terms).

#### Other Required Courses:

##### Environmental Emphasis: 3 cr.

COUN 545/Community Agency Counseling

##### Specialized Studies: 12 cr.

COUN 600/Introduction to Marriage and Family Therapy  
 COUN 550/Substance Abuse and Addiction Counseling  
 COUN 551/Substance Abuse and Addiction: Individual, Family, and Society  
 COUN 552/Substance Abuse Education and Prevention

**Comprehensive Examination:** COUN 700

Students who complete this program receive a certificate in Substance Abuse and Addiction Counseling from The College of New Jersey.

### Community Counseling Option: Human Services Specialization (CPSE)

Mark Woodford, Coordinator, Graduate Programs in Community Counseling

48 credit minimum

#### Required Core Courses: 33 cr.

COUN 501/Introduction to Counseling  
 COUN 515/Statistics and Research in Counseling  
 EPSY 520/Fundamentals of Human Development  
 EPSY 643/Measurement and Evaluation  
 COUN 530/Multicultural Counseling  
 COUN 535/Career Counseling and Placement  
 COUN 670/Counseling Theory and Techniques  
 COUN 675/Group Counseling  
 COUN 690/Practicum Seminar  
 \*COUN 693/Internship

\*The requirements for COUN 693 (one term) may be met by COUN 694/695 (two terms).

#### Other Required Courses:

##### Environmental Emphasis: 3 cr.

COUN 545/Community Agency Counseling

##### Specialized Studies: 3 cr.

COUN 600/Introduction to Marriage and Family Therapy

#### Electives: Chosen with advisement.\*\* 9 cr.

\*\*May be COUN 699/Thesis/Creative Project for 6 cr.

**Comprehensive Examination:** COUN 700

### Educational Specialist in Marriage and Family Therapy (CPSJ)

Charleen Alderfer, Coordinator, Graduate Program in Marriage and Family Therapy

24 credit minimum

The Educational Specialist (EdS) in Marriage and Family Therapy degree program is designed for master's-level professional counselors who wish to pursue advanced study in marriage and family therapy. EdS applicants who hold a master's degree from a CACREP-approved counseling program or its equivalent and complete the EdS degree meet the educational requirements for licensure in marriage and family therapy in New Jersey.

#### Admission Requirements:

Master's degree in counseling or related field; two years' counseling experience or a supervised practicum and internship;  
 All applicants must complete a departmental screening interview prior to admission.

**Graduation Requirements:**

Students will be required to complete a minimum of 24 graduate credits in marriage and family therapy.

Students must complete the EdS program with a minimum 3.0 academic average having received a B- or better in all required courses. Students who obtain a C+, C, or C- in a required course will be permitted, with department approval, to retake the course once. A student receiving a failing grade will automatically be denied continuance in the Department of Counselor Education.

**Required Courses:**

- COUN 600/Introduction to Marriage and Family Therapy
- COUN 601/Theory and Techniques in Marriage and Family Therapy
- COUN 602/Advanced Assessment, Theory, and Treatment in Marriage and Family Therapy
- COUN 603/Laboratory in Marriage and Family Therapy
- COUN 604/Special Issues in Marriage and Family Therapy
- COUN 605/Ethical, Legal, and Professional Issues in Marriage and Family Therapy
- COUN 606/Family Studies and Development/Practicum
- COUN 607/Clinical Internship in Marriage and Family Therapy

**Post-Masters Certificate in Substance Abuse and Addiction Counseling (CPSF)**

Mark Woodford, *Coordinator, Graduate Programs in Community Counseling*

21 credits

This certificate provides a 21-semester-hour program in substance abuse and addiction counseling and training. The program is designed to meet the professional development needs of master's-level human services professionals who seek further knowledge and skills in substance abuse and addiction counseling and for current practitioners who work in the field and seek to improve their expertise in this area.

All applicants for the Post-Master's Certificate in Substance Abuse and Addiction Counseling must meet the admission requirements of the Department of Counselor Education.

**Pre-Professional Requirement:**

Course work in introductory counseling should be completed prior to enrollment in the program.

**Admission Requirements:**

Application for admission including undergraduate and graduate transcripts, personal statement and reference letters;  
Master's degree in counseling, including courses in prepracticum skills, theories of counseling, and community counseling or their equivalents. Applicants who have not completed these particular courses must take COUN 501, COUN 545, and COUN 670, and other department prerequisites for practicum.

**Certificate Performance Requirements:**

All students must complete COUN 550 and COUN 551 prior to enrollment in practicum and must earn a grade of B or higher in all courses in order to continue in the program;

A total of three graduate credits may be accepted for transfer into the certificate program.

**Required Courses:**

- COUN 600/Introduction to Marriage and Family Therapy
- COUN 550/Substance Abuse and Addiction Counseling
- COUN 551/Substance Abuse and Addiction: Individual, Family, and Society

COUN 552/Substance Abuse Education and Prevention

COUN 690/Practicum Seminar

\*COUN 693/Internship

\*The requirements for COUN 693 (one term) may be met by COUN 694/695 (two terms).

**Substance Awareness Coordinator Certificate (CPSH)**

Mark Woodford, *Coordinator, Graduate Programs in Community Counseling*

12 credits

This 12-credit graduate program prepares individuals to become Substance Awareness Coordinators in the public schools. Certification will be granted by the New Jersey Department of Education. The courses can be incorporated into the 48-credit master's degree program in counseling with a specialization in Substance Abuse and Addiction Counseling or, for those already holding their master's degree, into the Post-Master's Certificate Program in Substance Abuse and Addiction Counseling.

**Admission Requirement:**

Master's degree from an accredited or approved institution  
OR  
Graduate Record Exam (GRE)

**Certificate Performance Requirements:****Required Courses:**

- COUN 550/Substance Abuse and Addiction Counseling
- COUN 551/Substance Abuse and Addiction: Individual, Family, and Society
- COUN 552/Substance Abuse Education and Prevention
- COUN 554/Substance Awareness Coordination in the Schools

**Master of Arts in Speech and Language Pathology (SPPA)****Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
Graduate Record Exam (GRE)

An undergraduate major in speech pathology or the following courses or their equivalents\*:

- SPAU 305/Acoustic Phonetics
- SPAU 308/Anatomy and Physiology of the Speech and Hearing Mechanism
- SPAU 311/Language and Speech Development
- SPAU 318/Introduction to Measurement of Hearing
- SPAU 319/Aural Rehabilitation
- SPAU 320/Introduction to Communication Disorders
- SPAU 420/Diagnosis and Treatment of Communication Disorders
- SPED 101/Exceptional Populations in Society

Six credits in the biological/physical sciences and mathematics.

Six credits in the behavioral and/or social sciences.

\*Above courses not credited toward MA; may be completed prior to or concurrent with the graduate program.

**Graduation Requirements:**

48 credits

**Required Courses:**

- Specialization:** 42 cr.
- SPAU 505/Neurophysiological Bases of Language and Speech
- SPAU 510/Disorders of Phonology
- SPAU 530/The Organization, Supervision, and Administration of Programs in Speech Pathology and Audiology

SPAU	540/Applied Diagnostics in Speech Pathology
SPAU	545/Voice Disorders
SPAU	550/Communication Development: Principles and Processes
SPAU	555/Motor Speech-Fluency Disorders
SPAU	565/Speech Science
SPAU	685/Dysphagia
SPAU	570/Research Methods in Speech-Language Pathology and Audiology
SPAU	606/Adult Language Disorders
SPAU	618/Developmental Language Disorders
SPAU	690/Clinical Practice

**Electives:** **6 cr.**  
 SPAU 542/Augmentative and Alternative Communication Systems

#### One Open Elective

**Comprehensive Examination:** SPAU 700

#### Additional Requirements:

1. Completion of academic and clinical practicum requirements for the Certificate of Clinical Competence in speech-language pathology from the American Speech-Hearing-Language Association.
2. Completion of academic and clinical practicum requirements for the New Jersey state license in speech-language pathology.
3. Completion of academic and clinical practicum requirements for the New Jersey State Speech/Language Specialist Certificate for the Public Schools.
4. In order to complete clinical practicum and graduate, the student must have speech which is considered clinically acceptable.

## Master of Education in Elementary and Early Childhood Education

The Master of Education in Elementary Education is designed to increase the professional competence of fully certified elementary school teachers and to offer them, through the careful selection of electives, the following three options:

1. Supervisory Certification Option (EDEC) in which work toward the New Jersey supervisor's certificate is pursued. Three years of successful teaching experience (experience in New Jersey public schools must have been completed under a New Jersey teacher's certificate) must be completed before application for supervisory certification is submitted.
2. Elementary Master Teacher Option (EDEG) which is designed to improve teaching competence. Elective courses could count toward the reading teacher's certification (see Reading Teacher Certification (RDGC) Listing).
3. Early Childhood Master Teacher Option (EDEP) which is designed to increase teacher competence in meeting specific needs of preschool and primary grade young children.

## Supervisory Certification Option (EDEC)

Brenda Leake, Coordinator, Graduate Programs in Elementary Education (MEd)

#### Admission Requirement:

Bachelor's degree from an accredited institution  
 Elementary Education certification  
 Graduate Record Exam (GRE)

#### Graduation Requirements:

30 credits

#### Required Courses:

**Research:** **3 cr.**

\*EDFN 508/Introduction to Research

**Foundations and Multicultural Education:** **6 cr.**

\*EDFN 500/Foundations of Education

EDFN 520/Social Problems in Education

OR

EDFN 521/Cultural Foundations of Education

**Specialization:** **18 cr.**

\*\*\*CURR 514/Curriculum Theory and Practice

\*\*\*SUPV 520/Staff Supervision

\*EPSY 523/Advanced Child and Adolescent Development

\*\*ELEM 550/Supervision in Elementary Education

\*\*ELEM 555/Advanced Study in Curriculum for Children and Adolescents

ELEM 696/Culminating Seminar in Elementary Education

**Electives:** See adviser for listing of approved electives. **3 cr.**

**Comprehensive Examination:** ELEM 700

\* Students must take this course within the first 12 credit hours of their program of study.

\*\* Students are advised to take this course as part of their credits for the NJ supervisor certificate.

\*\*\* Required for NJ supervisor certificate.

## Elementary Master Teacher Option (EDEG)

Brenda Leake, Coordinator, Graduate Programs in Elementary Education (MEd)

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution

Elementary Education certification

Graduate Record Exam (GRE)

#### Graduation Requirements:

30 credits

#### Required Courses:

**Research:** **3 cr.**

\*EDFN 508/Introduction to Research

**Foundations and Multicultural Education:** **6 cr.**

\*EDFN 500/Foundations of Education

EDFN 520/Social Problems in Education

OR

EDFN 521/Cultural Foundations of Education

**Specialization:** **12 cr.**

\*EPSY 523/Advanced Child and Adolescent Development

ELEM 696/Culminating Seminar in Elementary Education

#### Choice of at least two of the following:

ECED 504/Teaching Young Children

ECED 520/Early Childhood Administration and Supervision

ECED 550/Supervision in Early Childhood Education

ECED 560/Curriculum Experiences for Young Children

RDLG 541/Study in Elementary School Language Arts

ELEM 555/Advanced Study in Curriculum for Children and Adolescents

ELEM 663/Advanced Trends in Elementary Education

INCD 562/Enhancing Curriculum and Instruction with Computer Technology

MATH 596/Concepts and Methods of Teaching Mathematics in the Elementary Grades

\*\*RDLG 570/Corrective Techniques in Reading

OR

\*\*RDLG 571/Language and the Teaching of Reading

OR

\*\*RDLG 579/Content Area Literacy

**Electives:** Electives must be approved by the graduate adviser. **9 cr.**

**Comprehensive Examination:** ELEM 700

\* Students must take this course within the first 12 credit hours of their program of study.

\*\* Only one of the RDLG courses may be used to satisfy the core requirement.

### Early Childhood Master Teacher Option (EDEP)

Brenda Leake, Coordinator, Graduate Programs in Elementary Education (MEd)

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution  
Elementary Education certification OR evidence of successful completion of the appropriate Praxis Examination  
Graduate Record Exam (GRE)

#### Graduation Requirements:

31 credits

#### Required Courses:

**Research:** **3 cr.**

\*EDFN 508/Introduction to Research

**Foundations and Multicultural Education:** **6 cr.**

\*EDFN 500/Foundations of Education

ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy

**Specialization:** **13 cr.**

ELEM 696/Culminating Seminar in Elementary Education

\*ECED 640/Development and Learning of the Young Child

ECED 504/Teaching Young Children: Sustaining Classroom Communities

ECED 560/Curriculum Experiences for Young Children in the Inclusive Classroom

**Electives:** See adviser for listing of approved electives. **9 cr.**

**Comprehensive Examination:** ELEM 700

\*Students must take this course within the first 13 hours of their program of study.

### School Personnel Licensure, Preschool–Grade 3 (EDPK)

The College of New Jersey/Early Childhood Education (P–3) Specialized Alternate Route or Endorsement on NJ Instructional License.

Blythe Hinitz, Coordinator, Graduate Program in P–3 Certification

#### Program Statement:

The need for Early Childhood Education specialized alternate route licensure is shown by evidence specific to The College of New Jersey, current changes in the state, and national research on the importance of specialized knowledge in early childhood education. The College of New Jersey has offered a highly regarded early childhood education program for over 140 years. Recent court-mandated and legislative initiatives have resulted in mandatory preschool for four year olds in over 150 Early Childhood Program Aid school districts and for three year olds in the 30 neediest of these districts.

It is clear from the research that effective early childhood education programs for children from low income families have teachers with intensive and specialized training in the particular educational and social needs of young children and who have the broad education represented by a bachelor's degree. Employing teachers with state certification in early childhood education, or its equivalent, is strongly related to positive outcomes for young children. The recent National Academy of Sciences Committee on Early Childhood Pedagogy (2000) has joined the

NAEYC and the NEA in recommending specialized certification for teachers of young children.

#### Admission Requirements:

Bachelor's degree with an academic major from an accredited institution

Overall grade point average of 2.75

60 credits in general education or liberal learning in undergraduate program

#### Program Requirements:

**Required Courses:** **15 cr.**

ECED 504/Teaching Young Children

ECED 560/Curriculum Experiences for Young Children

ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy

ECED 640/Development and Learning of the Young Child

ECED 651/P–3 Internship I

ECED 652/P–3 Internship II

ECED 655-656/Clinical Seminar in Early Childhood Education

### Master of Education in Educational Leadership (SECL) (options include Traditional, International, and Immersion\*)

Donald Leake, Coordinator, Graduate Programs in Educational Leadership

The Master of Education in Educational Leadership is designed for college graduates who wish to become school principals. Successful completion of the program requires approximately 33 credits of study (including: knowledge and inquiry about educational leadership and administration; excellence in leadership practice; knowledge and awareness in multiculturalism, diversity, and inclusion; administering in multiple contexts and communities; and providing leadership and advocacy). This degree is one element in the requirements for a New Jersey Principal's Certificate. The other elements currently required by the State of New Jersey include: Pass a state-approved examination that is aligned with the Professional Standards for School Leaders as defined in N.J.A.C. 6A: 9-3.4 and complete a one- to two-year Mentored Internship. This degree will also meet requirements for a Pennsylvania Principal's Certificate. Candidates for admission to The College of New Jersey program must possess a valid teaching certificate.

#### \*Administrative Intern Immersion Program Option

The administrative intern immersion program is an alternative leadership-training program that integrates clinical experience with course work. The program is designed so that students may complete the requirements in four semesters and earn a Master of Education in Educational Leadership. Instead of requiring a supervised practicum at the end of the course of study, this option is designed to pair a one-year field experience with an intense program of courses which students take as a cohort. The student, in collaboration with the program adviser, designs the field experience.

#### Admission Requirements:

Bachelor's degree from an accredited or approved institution

Teaching certificate

Graduate Record Exam (GRE)

#### Graduation Requirements:

33 credits

#### Required Courses:

**Research:** **3 cr.**

EDFN 508/Introduction to Research

**Foundations and Multicultural Education:** **3 cr.**

EDFN 500/Foundations of Education

OR

EDFN 520/Social Problems and Education

OR

EDFN 521/Cultural Foundations of Education

**Specialization:** 24 cr.

CURR 514/Curriculum Theory and Practice

EDAD 525/Introduction to Educational Administration

EDAD 540/School Finance

EDAD 572/School Law

EDAD 580/Group Dynamics for Educational Leaders

EDAD 617/Advanced School Leadership:

Supervision/Administration

EDAD 660/Computer Application in Educational Administration

SUPV 520/Staff Supervision

**Practicum:** 3 cr.EDAD 688/Practicum/Seminar in School Administration  
and Supervision**Comprehensive Examination:** EDAD 700**Supervisor Certification Program (SECD)**

Donald Leake, Coordinator, Graduate Programs in Educational Leadership

**New Jersey:** The supervisor certification program (non-degree) is designed to provide the appropriate courses necessary for certification as a supervisor in the public schools in the State of New Jersey. General requirements for issuance of the certificate are: (1) master's degree; (2) standard New Jersey teacher's certificate; (3) three years of successful teaching experience (experience in New Jersey public schools must have been completed under a New Jersey teacher's certificate); and (4) twelve credits of graduate study in the appropriate areas of supervision and curriculum. The twelve-credit program must include: (a) six credits in curriculum development; (b) three credits in staff supervision; and (c) three elective credits in staff supervision or curriculum development. Work may be oriented directly toward supervision and curriculum development in particular grade levels, or specific subject fields. A list of approved courses is available from the Department of Educational Administration and Secondary Education and from the graduate program supervisor.

TCNJ also offers a 24-credit (non-degree) program in the general principles of staff supervision and curriculum development and evaluation for grades kindergarten through 12. This program is also designed to provide the appropriate courses necessary for certification as a supervisor.

**Admission Requirements:**

Master's degree from an accredited or approved institution

Teaching certificate

Three years of successful teaching experience (experience in New Jersey public schools must have been completed under a New Jersey teacher's certificate)

**Program Requirements:****Required Courses:****Research:** 3 cr.

\*EDFN 508/Introduction to Research

**Foundations and Multicultural Education:** 3 cr.

\*EDFN 500/Foundations of Education

OR

\*EDFN 520/Social Problems in Education

OR

\*EDFN 521/Cultural Foundations of Education

**Specialization:** 12 cr.\*SPED 501/Learning and Behavior Problems of Children and  
Youth with Disabilities

\*\*SUPV 520/Staff Supervision

\*\*CURR 514/Curriculum Theory and Practice

EDAD 688/Practicum/Seminar in School Administration  
and Supervision**Electives:** Select two from the following courses. Note: New Jersey requires two electives in either supervision or curriculum. 6 cr.

## Elementary Education:

ELEM 550/Supervision in Elementary Education

ELEM 555/Study in Elementary School Curriculum

Physical Education/Health Education/Recreation:

PHED 511/Curriculum and Program Construction in  
Physical EducationHLED 554/Curriculum and Program Construction in Health and  
Safety EducationPHED 610/Administration and Supervision of Physical  
Education and AthleticsHLED 658/Organization, Administration, and Supervision of  
Health Programs in Schools

## Secondary Education:

CURR 614/Secondary School Curriculum

CURR 616/Curriculum Development in the Urban School

CURR 635/Curriculum Change Strategies

SUPV 622/Supervision in the Secondary School

SUPV 651/Supervision of Adult/Community Education

## Special Education:

SPED 612/Curriculum and Methods for Students with  
Mild DisabilitiesSPED 622/Curriculum Alternatives for the Disabled Preschool  
Child, Ages Birth to FiveSPED 646/Administration and Supervision of Special  
Educational Services

\* Required courses if not taken in a prior graduate program.

\*\* Required courses for New Jersey Certificate.

**Master of Education in Health  
or Physical Education**

Aristomen Chilakos, Coordinator, Graduate Programs in Health and Exercise Science

The Department of Health and Exercise Science offers two curriculum patterns leading to the MEd degree. One option is designed to meet the needs of certified teachers who teach or administer programs of health (HLEA) or physical education (PHEA) in public or private schools. The second option is available to individuals from allied fields of study which do not offer or provide for teacher certification or individuals who have a minor (15 cr.) in health (HLEB) and/or physical education (PHEB). Those who complete the program under the second option will receive a diploma but will not receive teacher certification.

**Admission Requirements:**Bachelor's degree from an accredited or approved institution with a  
major or minor (15 or more credits) in health, physical education,  
recreation, safety, or related field of studyMiller Analogies Test (MAT) with a score at or near the 50th percentile  
OR

Graduate Record Exam (GRE)

**Department Prerequisites:**

Human Anatomy I

Human Anatomy II

Kinesiology

Exercise Physiology

Nutrition and Energy Balance

## Master of Education in Health Education (HLEA–Certified) and (HLEB–Non–Certified)

### Graduation Requirements:

30 credits

### Required Courses:

#### Research: 3 cr.

EDFN 508/Introduction to Research

#### Foundations and Multicultural Education: 3 cr.

EDFN 500/Foundations of Education

OR

EDFN 520/Social Problems in Education

#### Special Education: 3 cr.

SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities

#### Specialization Requirements: 12 cr.

HLED 552/Health Science

HLED 554/Curriculum and Program Construction in Health and Safety Education

HLED 653/Problems and Issues in Health and Safety Education

HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety

#### Specialization Options: 9 cr.

##### Health Science Education Option:

Designed for those having specific responsibility in the areas of health. Directed toward the study of factors involved in the operation of total health programs. Select three courses, or a total of nine hours, from the following courses:

HLED 500/Workshop in Health Education

HLED 521/Stress and Tension Management

HLED 551/Alcohol and Narcotics Education

HLED 553/Drugs in Society

HLED 555/Seminar on Aging, Death, and Dying

HLED 556/The Challenge of HIV: Prevention through Education

HLED 655/Sex Education and Family Living

##### Safety Education Option:

Designed for those having responsibility in the areas of general school or community safety or traffic safety education. Directed toward the study of the factors involved in the operation of safety programs. Select three courses or a total of nine hours of the following courses:

HLED 521/Stress and Tension Management

HLED 551/Alcohol and Narcotics Education

SAFT 582/Driver Education Teacher Certification Program

SAFT 587/Traffic Safety Workshop

#### Electives:\* 3 cr.

HPED 597/Special Topics in Health, Physical Education, and Safety

HPED 697/Independent Study in Health, Physical Education, and Safety

HPED 698/Departmental Project in Health, Physical Education, Recreation, and Safety

HPED 699/Thesis in Health, Physical Education, and Safety

\* Research options at discretion of graduate adviser.

**Comprehensive Examination:** HLED 700

## Master of Education in Physical Education (PHEA–Certified) and (PHEB–Non–Certified)

### Graduation Requirements:

30 credits

### Required Courses:

#### Research: 3 cr.

EDFN 508/Introduction to Research

#### Foundations and Multicultural Education: 3 cr.

EDFN 500/Foundations of Education

OR

EDFN 520/Social Problems in Education

#### Special Education: 3 cr.

SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities

#### Specialization Requirements: 6 cr.

HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety

PHED 690/Professional Seminar

#### Specialization Options: 12 cr.

##### Adapted Physical Education and Scientific Foundations Option:

Designed for the physical educator with responsibilities in modified activity programs. Directed toward the assessment of physical limitations and status. Involves planning individualized programs that require specialized personnel and services. Complete the following three courses, and select one additional course in consultation with the coordinator:

HLED 521/Stress and Tension Management

PHED 500/Workshop in Physical Education

PHED 530/Theory and Practice of Physical Conditioning

##### Administration of Physical Education and Athletic Management Option:

Designed to prepare individuals for administrative positions in health, physical education, and athletics. Directed toward the study of purposes, policies, and procedures involved in the process of administering such programs. Select four of the following courses:

HLED 521/Stress and Tension Management

PHED 500/Workshop in Physical Education

PHED 511/Curriculum and Program Construction in Physical Education

PHED 530/Theory and Practice of Physical Education

PHED 610/Administration and Supervision of Physical Education and Athletics

PHED 612/Development and Maintenance of Facilities and Equipment for Physical Education, Athletics, and Recreation

PHED 633/Prevention and Care of Athletic Injuries

##### Elementary and Secondary School Physical Education Option:

Designed for the elementary or secondary school physical educator. Emphasis is placed upon the study of physical education programs consistent with current trends or academic enrichment value. Select four of the following courses:

PHED 500/Workshop in Physical Education

PHED 510/The Teaching and Planning of Physical Education in the Elementary School

PHED 511/Curriculum and Program Construction in Physical Education

PHED 603/Problems and Issues in Physical Education

PHED 612/Development and Maintenance of Facilities and Equipment for Physical Education, Athletics, and Recreation

**Electives:** Chosen with advisement.\* **3 cr.**

- HPED 597/Special Topics in Health, Physical Education, and Safety
- HPED 697/Independent Study in Health, Physical Education, Recreation, and Safety
- HPED 698/Departmental Project in Health, Physical Education, Recreation, and Safety
- HPED 699/Thesis in Health, Physical Education, Recreation, and Safety

\* Research options at discretion of graduate adviser.

**Comprehensive Examination:** PHED 700

## Master of Education in Reading K–12 (RDGA) Master of Education in Reading K–12 with Reading Specialist Certificate (RDGA)

Susan Blair-Larsen, Coordinator, Graduate Programs in Reading

The MEd in Reading K–12 program is designed to prepare specialists in reading and to increase the competence of fully certified elementary and secondary teachers who wish to become master teachers of reading.

### Admission Requirements:\*

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- A New Jersey teaching certificate or its equivalent
- A course in teaching reading

\* NJ Reading Specialist Certificate candidates must also have two years of teaching experience.

### Graduation Requirements:

- 30 credits
- (Reading Specialist Certification Option: 33 credits)

### Required Courses:

#### Research: **3 cr.**

EDFN 508/Introduction to Research

#### Foundations and Multicultural Education: **3 cr.**

- EDFN 500/Foundations of Education
- OR
- EDFN 520/Social Problems in Education

#### Special Education: **3 cr.**

SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities

#### Specialization: **21 cr.**

- RDLG 530/Exploring Children's Literature: An Educator's Perspective
- RDLG 571/Language and the Teaching of Reading
- RDLG 672/Advanced Study in the Teaching of Reading I
- RDLG 673/Advanced Study in the Teaching of Reading II
- RDLG 691/Diagnostic Procedures and Appraisal
- RDLG 692/Practicum: Diagnostic Procedures and Corrective Instruction
- RDLG 693/Supervised Practicum and Seminar (K–12)

#### Supervision: For students seeking the NJ Reading Specialist Certificate **3 cr.**

\*SUPV 520/Staff Supervision

\*Will not be counted as an elective toward the reading specialist certificate.

**Electives:** Chosen with advisement. **3 cr.**

**Related Fields:** **0–6 cr.**

An opportunity to select courses leading to the supervisor's certificate. See program coordinator for options.

**Research:** Students may elect with advisement: **0–6 cr.**

- RDLG 697/Independent Study in Reading
- RDLG 698/Department Project in Reading
- RDLG 699/Thesis/Creative Project in Reading

**Comprehensive Examination:** RDLG 700

Notes: Matriculated students in the reading program who have successfully completed 36 credits in required courses with two years' successful teaching experience may apply to the graduate coordinator to initiate procedures leading to a reading specialist certificate.

Students who apply for this certificate must present a letter to the certification officer of the College from their immediate school supervisor verifying two years of successful teaching.

Successful completion of the degree in reading constitutes the completion of an approved program for the Reading Teacher Certificate, provided the student has passed the National Teacher Examination in Reading.

## Reading Teacher Certificate Program (RDGC)

Kathryne Speaker, Coordinator, Graduate Programs in Reading

### Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- New Jersey teaching certificate or equivalent

### Program Requirements:

24 credits

### Required Courses:

#### Psychology: **3 cr.**

EPSY 523/Child Growth and Development

#### Specialization: **21 cr.**

- RDLG 530/Exploring Children's Literature: An Educator's Perspective
- RDLG 541/Study in Elementary School Language Arts
- RDLG 570/Issues in Literacy Instruction
- RDLG 571/Language and the Teaching of Reading
- RDLG 672/Advanced Study in the Teaching of Reading I
- RDLG 673/Advanced Study in the Teaching of Reading II
- RDLG 579/Content Area Literacy

### Additional Requirement:

\* National Teacher Examination in Reading

Note: Careful advisement is necessary. Students who plan to take this program must apply for admission and meet with the graduate coordinator for advisement.

If a student wishes to transfer any courses taken within six years of entering the program, equivalency must be substantiated. A minimum of 15 teacher credits toward the approved program must have been earned at The College of New Jersey.

\* Students successfully completing the program must take and pass the National Teacher Examination in Reading to be eligible for the reading teacher certificate in the state of New Jersey.

## Post-Master's Reading Specialist Certificate Program (RDGB)

Kathryne Speaker, Coordinator, Graduate Programs in Reading

### Admission Requirements:

- Master's degree from an accredited or approved institution
- New Jersey teaching certificate or its equivalent
- At least one course in teaching reading

**Program Requirements:**

30 credits

**Required Courses:****Special Education: 3 cr.**

SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities

**Specialization: 21 cr.**

RDLG 530/Exploring Children's Literature: An Educator's Perspective

RDLG 571/Language and the Teaching of Reading

RDLG 672/Advanced Study in the Teaching of Reading I

RDLG 673/Advanced Study in the Teaching of Reading II

RDLG 691/Diagnostic Procedures and Appraisal

RDLG 692/Practicum: Diagnostic Procedures and Corrective Instruction

RDLG 693/Supervised Practicum and Seminar K-12

**Supervision: 3 cr.**

SUPV 520/Staff Supervision

**Electives: Chosen with advisement. 3 cr.****Additional Requirements:**

\*National Teacher Examination in Reading

Note: Careful advisement is necessary. Students who plan to take this program must apply for admission and meet with the graduate coordinator for advisement.

If a student wishes to transfer any courses taken within six years of entering the program, equivalency must be substantiated. A minimum of 15 teacher credits toward the approved program must have been earned at The College of New Jersey.

Students who have successfully completed the program with two years' teaching experience may apply to the graduate coordinator to initiate procedures leading to a Reading Specialist Certificate.

Students who apply for this certificate must present a letter to the certification officer of the College from their immediate school supervisor verifying two years of successful teaching.

Successful completion of the program constitutes the completion of an approved program for the reading teacher certificate, provided the student has passed the National Teacher Examination.

\*Students successfully completing the program must take and pass the National Teacher Examination in Reading to be eligible for the reading teacher certificate in the state of New Jersey.

**Master of Education in Teaching English as a Second Language (ESLC)**

Yiquiang Wu, Coordinator, Graduate Program in Teaching English as a Second Language

Careful advisement and course selection is needed when concurrently seeking:

MEd with ESL or Bilingual Certification

ESL Initial or Endorsement Certification

Bilingual Endorsement

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution

Graduate Record Exam (GRE)

**Graduation Requirements:**

30 credits

**Required Courses:****Research: 3 cr.**

EDFN 508/Introduction to Research

**Foundations and Multicultural Education: 3 cr.**

\*(A,B) EDFN 521/Cultural Foundations of Education

OR

EDFN 520/Social Problems in Education

OR

EDFN 500/Foundations of Education

**Specialization: 15 cr.**

\*(A,B) ESLM 525/Second Language Acquisition

\*(A,B) ESLM 578/Theory and Practice of Teaching ESL

\*(A,B) ESLM 587/Curriculum and Methods for Multilingual Populations

\*(A,B) ESLM 688/Practicum for Second Language Teachers

ENGL 507/Language, Mind, and Learning

OR

ESLM 545/Sociolinguistics and TESL

OR

ENGL 510/The Structure of English

**Electives: Chosen with advisement 9 cr.**

\*(A) RDLG 571/Language and the Teaching of Reading

(A) EPSY 513/Psychology of Learning

OR

EPSY 523/Child Growth and Development

OR

EPSY 524/Adolescent Development and Education

\*Required for ESL endorsement certification.

(A) Required for ESL Initial Certification.

(B) Required for Bilingual Endorsement.

**Comprehensive Examination: ESLM 700****Teaching English as a Second Language Certification Program (ESLA)**

Yiquiang Wu, Coordinator, Graduate Programs in Teaching English as a Second Language

The Teaching English as a Second Language Certification program provides the necessary courses for provisional certification as a teacher of English as a second language in the state of New Jersey.

After completing the required courses, candidates need to prepare an application package in order to obtain their ESL certification. The package must include the following items:

1. A notarized Certification Application Form
2. A notarized Language Proficiency Interview Form
3. A photocopy of a teaching credential in another field (for endorsement only)
4. A letter documenting teaching experience from the school principal (for endorsement only)
5. A notarized Non-Citizen Oath Form (for non-U.S. citizens only)
6. An official copy of transcripts from other institutions (for course transfer only)
7. An application fee of \$50 payable to The College of New Jersey

Please contact your adviser for certification application forms and procedures.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution

Graduate Record Exam (GRE)

Proven proficiency in the English language

Teaching credential in another field (for endorsement only)

**Program Requirements:**

15-21 credits

**Prerequisites for State Endorsement: 6 cr.**

Students applying for State Endorsement in Teaching English as a Second Language must have an approved teacher certification and one-year teaching experience, OR successfully complete the following six (6) credit hours of course work (or their equivalence) as part of this program.

- EPSY 513/Psychology of Learning
- OR
- EPSY 523/Advanced Child Growth and Development
- OR
- EPSY 524/Adolescent Development and Education
- \*ESLM 688/Practicum for Second Language Teachers

\*Requirement waived for certified teachers with at least one-year teaching experience in a multilingual setting.

**Required Courses:****Foundations and Multicultural Education: 3 cr.**

- \*EDFN 521/Cultural Foundations of Education
- OR
- EDFN 520/Social Problems in Education
- OR
- \*EDFN 500/Foundations of Education

**Specialization: 18 cr.**

- \*ESLM 525/Second Language Acquisition
- \*ESLM 578/Theory and Practice of Teaching ESL
- \*ESLM 587/Curriculum and Methods for Multilingual Populations
- \*RDLG 571/Language and the Teaching of Reading
- OR
- ESLM 545/Sociolinguistics and TESOL
- OR
- RDLG 537/Language Arts Literacy
- OR
- ENGL 507/Language, Mind, and Learning
- OR
- ENGL 510/The Structure of English

\* Required for ESL endorsement.

**Bilingual Endorsement Certification (ESLB)**

Yiquiang Wu, *Coordinator, Graduate Programs in Teaching English as a Second Language*

The Bilingual Endorsement program provides the necessary courses for certification as a bilingual teacher in the state of New Jersey. This certificate is only for certified teachers who hold a teaching credential in a subject area (general elementary or secondary math, science, social studies, etc.).

After completing the required courses, candidates need to prepare an application package in order to obtain their ESL certification. The package must include the following items:

1. A notarized Certification Application Form
2. Notarized Language Proficiency Interview Forms for both English and the other language
3. A photocopy of a teaching credential in a subject area
4. A letter documenting teaching experience from the school principal
5. A notarized Non-Citizen Oath Form (for non-U.S. citizens only)
6. An official copy of transcripts from other institutions (for course transfer only)
7. An application fee of \$50 payable to The College of New Jersey

Please contact your adviser for certification application forms and procedures.

**Admission Requirements:**

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- Proven proficiency in English and in another instructional language
- Teaching credential in a subject area (general elementary or secondary math, science, social studies, etc.)

**Program Requirements:**

12–15 credits

**Required Courses:****Foundations and Multicultural Education: 3 cr.**

- EDFN 520/Social Problems in Education
- OR
- EDFN 521/Cultural Foundations of Education
- OR
- EDFN 500/Foundations of Education

**Specialization: 9–12 cr.**

- ESLM 525/Second Language Acquisition
- ESLM 578/Theory and Practice of Teaching English as a Second Language
- ESLM 587/Curriculum and Methods for Multilingual Populations
- \*ESLM 688/Practicum for Second Language Teachers

\*Requirement waived for certified teachers with at least one-year teaching experience in a multilingual setting.

**Master of Education in Special Education (SEDA), (SEDB), (SEDF)**

Shridevi Rao, *Coordinator, Graduate Program in Special Education*

The MED program has three tracks: Option I (SEDA) provides advanced work in the area of teaching students with disabilities for those candidates who hold a standard special education certificate. Option II (SEDB) prepares individuals who hold teacher certification in areas other than special education and who desire certification as teacher of the handicapped. Option III (SEDF), for advanced certification as learning disability teacher/consultants, is available through special advisement only.

\*600-level courses are available to students only through advisement.

**Option I—Certified in Special Education (SEDA)**

Option I (SEDA) is a 31-credit-hour program of study designed for graduate students who have several years' experience in the classroom and are interested in advanced study in special education. The program is a "leadership masters;" i.e., its graduates will be prepared to be exemplary professionals who will provide leadership in their schools as they work to implement best practices. The program has been designed to meet the standards of the Early Childhood through Young Adulthood/Exceptional Needs Specialist of the National Board for Professional Teaching Standards (NBPTS).

**Admission Requirements:**

- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)
- Standard New Jersey teaching certificate or equivalent in special education

**Graduation Requirements:**

31 credits





# School of Nursing

**SUSAN BAKEWELL-SACHS, DEAN**

## Mission Statement

The mission of the School of Nursing is congruent with that of The College of New Jersey in promoting excellence, valuing diversity, and providing a service to society in a community of learners. The School of Nursing serves the people of New Jersey and the nation by preparing professional nurses at the baccalaureate level and advanced practice nurses at the master's level, with all graduates prepared to be successful ethical and visionary leaders in a multicultural, highly technological, and increasingly global world.

## Master of Science in Nursing (NURT) (NURV) (NURX)

Claire Lindberg, Chair, Division of Advanced Nursing Education and Practice

The Master of Science in Nursing prepares advanced practice nurses to care for individuals and families. The curriculum builds on the nursing and scientific knowledge base of the baccalaureate prepared nurse and focuses on advanced decision making and critical thinking skills. Graduates are prepared to accurately and critically assess the health and illness experiences of individuals and families, to develop health interventions and to evaluate healthcare outcomes.

The program offers three options: Family Nurse Practitioner, Adult Nurse Practitioner, and a variation in the Family Nurse Practitioner option for BSN-prepared nurse midwives and nurse practitioners. The program begins in the fall. Classes are offered in the evening. Nursing 634, 635, 636, 637, 638, and 690 require up to two days per week for daytime clinical hours. NURS 633 requires one day per week for daytime clinical hours. Clinical experiences take place under the guidance of experienced advanced practice nurse or physician preceptors. The Nurse Practitioner programs may be completed in two academic years plus one summer of full-time study. Students may take up to six years of part-time study to complete the program. Faculty advisers work closely with each student to plan an appropriate course of study and to ensure progress through the program. There is also a bridge sequence of courses to the MSN for RNs with a non-nursing baccalaureate.

The Baccalaureate and Master's Degree programs of The College of New Jersey School of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202.887.6791.

### Admission Requirements:

Bachelor in Nursing degree from an NLN- or CCNE-accredited program

Graduate Record Exam (GRE) required unless student meets one of the following criteria:

- n Graduated with a bachelor's degree in nursing from a program accredited by NLN or CCNE with a GPA of 3.2 or better on a 4.0 scale.
- n Achieved a grade of B or better on two graduate nursing courses taken, as a non-matriculated student, at TCNJ within the two academic years prior to or concurrent with application for matriculation. One of the two courses must be NURS 503/Advanced Pathophysiology.

Undergraduate statistics course

Undergraduate health assessment course or approved equivalent

Preadmission interview

### Additional Requirements:

CPR certification

Health requirements

License to practice as a registered nurse in New Jersey

License to practice in Pennsylvania may be recommended

## Family Nurse Practitioner Option (NURT)

### Graduation Requirements:

47 credits

### Required Courses:

NURS 500/Theoretical Foundations of Nursing  
 NURS 501/Perspectives in Advanced Practice Nursing  
 NURS 503/Pharmacology for Advanced Practice  
 NURS 504/Advanced Human Pathophysiology  
 NURS 602/Research for Advanced Practice Nursing  
 NURS 603/Individual, Family, and Community Systems  
 NURS 633/Holistic Health Assessment for Advanced Practice  
 NUR 634/Primary Care of Women  
 NURS 635/Primary Care of Children  
 NURS 636/Primary Care of Adults and Elders I  
 NURS 637/Primary Care of Adults and Elders II  
 NURS 690/Practicum in the Nurse Practitioner Role

**Comprehensive Examination:** NURS 700

## Family Nurse Practitioner for Certified Nurse Practitioners Option (NURV)

### Graduation Requirements:

30 credit minimum

### Required Courses:

NURS 500/Theoretical Foundations of Nursing  
 NURS 501/Perspectives in Advanced Practice Nursing  
 NURS 503/Pharmacology for Advanced Practice  
 NURS 504/Advanced Human Pathophysiology  
 NURS 602/Research for Advanced Practice Nursing  
 NURS 603/ Individual, Family, and Community Systems  
 NURS 633/Holistic Health Assessment for Advanced Practice  
 NURS 690/Practicum in the Nurse Practitioner Role

### Clinical Courses:\*

NURS 634/Primary Care of Women

NURS 635/Primary Care of Children

NURS 636/Primary Care of Adults and Elders I

NURS 637/Primary Care of Adults and Elders II

**Comprehensive Examination:** NURS 700

\*Required clinical courses based upon area of certification and practice.

## Adult Nurse Practitioner Option (NURX)

### Graduation Requirements:

42 credits

### Required Courses:

- NURS 500/Theoretical Foundations of Nursing
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 503/Pharmacology for Advanced Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 602/Research for Advanced Practice Nursing
- NURS 603/Individual, Family, and Community Systems, or approved elective
- NURS 633/Holistic Health Assessment for Advanced Practice
- NURS 636/Primary Care of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II
- NURS 638/Primary Care of Adults: Special Populations
- NURS 690/Practicum in the Nurse Practitioner Role

**Comprehensive Examination:** NURS 700

## Bridge to the Master of Science in Nursing for RNs with a Non-Nursing Baccalaureate Degree

Claire Lindberg, Chair, Division of Advanced Nursing Education and Practice

This prerequisite sequence of courses is designed for RNs with a non-nursing baccalaureate degree who wish to become family or adult nurse practitioners. Up to 15 undergraduate credits are taken prior to MSN course content. In addition, students must meet all the requirements for admission to the MSN programs.

### Admission Requirements:

- Diploma or associate degree in nursing
- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE) required unless student meets one of the following criteria:
  - n A GPA of 3.2 or better in their baccalaureate degree program. PLUS a GPA of 3.2 or better from their basic nursing program.
  - n A grade of B or better on the first three TCNJ undergraduate courses taken as part of the undergraduate bridge program.
- Undergraduate course in statistics
- An undergraduate health assessment course or equivalent
- Preadmission interview

### Additional Requirements:

- CPR certification
- Health requirements
- License to practice as a registered nurse in New Jersey
- License to practice in Pennsylvania may be recommended

### Bridge Requirements:

- Two of the following courses:
  - NURS 210/Professional Role I (Learner)
  - NURS 310/Professional Role II (Clinician)
  - NURS 410/Professional Role III (Leader)
- The following three courses are required:
  - NURS 328/Research
  - NURS 440/Caring in Community Health/Science\*
  - NURS 444/Caring in Community Health/Practice\*

**up to 15 cr.**

\*Up to six credits of community health (NURS 440 and/or NURS 444) may be waived for applicants with significant community health experience and experience based on a portfolio review by the School of Nursing faculty.

Following completion of the above bridge requirements, the student completes the requirements for either the 47-credit Family Nurse Practitioner program or the 42-credit Adult Nurse Practitioner program.

## Post-Master's Nurse Practitioner Certificate Program (NURU) (NURX) (NURV)

Claire Lindberg, Chair, Division of Advanced Nursing Education and Practice

This program is designed for registered nurses, with a master's degree in nursing, who wish to become family or adult nurse practitioners. The program begins in the spring. Students may take up to six years of part-time study to complete either option.

### Admission Requirements:

- Master of Science in Nursing from an NLN- or CCNE-accredited program
- An undergraduate health assessment course or equivalent
- Preadmission interview

### Additional Requirements:

- CPR certification
- Health requirements
- License to practice as a registered nurse in New Jersey
- License to practice in Pennsylvania may be recommended

## Family Nurse Practitioner Option (NURU)

### Program Requirements:

38 credits

### Required Courses:

- NURS 503/Pharmacology for Advanced Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Holistic Health Assessment for Advanced Practice
- NURS 634/Primary Care of Women
- NURS 635/Primary Care of Children
- NURS 636/Primary Care of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II
- NURS 690/Practicum in the Nurse Practitioner Role

## Adult Nurse Practitioner Option (NURX)

### Program Requirements:

33 credits

### Required Courses:

- NURS 503/Pharmacology for Advanced Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 603/Individual, Family, and Community Systems or approved elective
- NURS 633/Holistic Health Assessment for Advanced Practice
- NURS 636/Primary Care of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II
- NURS 638/Primary Care of Adults: Special Populations
- NURS 690/Practicum in the Nurse Practitioner Role

## Family Nurse Practitioner Option for Specialist NPs (NURV-SCT) up to 18 cr.

This program is designed for nurse practitioners who have graduated from a master's degree program that prepares specialty nurse practitioners and who want to expand their scope of practice to include the entire

family. Programs of study are available for adult, geriatric, pediatrics, and women's health nurse practitioners. Students may begin in the fall or in the spring, depending on their prior area of specialization. This program may be completed in three to five semesters of part-time study.

**Admission Requirements:**

- Master of Science in Nursing from an NLN- or CCNE-accredited program with a nurse practitioner specialty
- At least 500 documented clinical practicum hours in MSN program
- A graduate health assessment course that includes all ages and both genders
- A graduate-level general pharmacology course
- A graduate-level general pathophysiology course

**Additional Requirements:**

- CPR certification
- Health requirements
- License to practice as a registered nurse in New Jersey
- License to practice in Pennsylvania may be recommended

**Required Courses:**

NURS 603/Individual, Family, and Community Systems  
 Plus, two to three of the following courses based on prior area of specialty preparation:

- NURS 634/Primary Care of Women
- NURS 635/Primary Care of Children
- NURS 636/Primary Care of Adults and Elders I
- NURS 637/Primary Care of Adults and Elders II

**Policy Statement on Minimum Grade in Clinical Courses for NURT, NURU, NURV, and NURX:**

Clinical courses include theoretical learning in the classroom as well as practice in a clinical course. Clinical courses in the FNP options include NURS 633, 634, 635, 636, 637, 638, and 690. Graduate students in these clinical courses must achieve a grade of B- or higher in order to continue in the sequence of clinical courses. A student who receives a C- or F in a clinical course will be dismissed from the program. A student who receives a C or C+ may repeat the course once, the next time the course is offered. A student who repeats the course and does not achieve a grade of B- or higher will also be dismissed from the program.

**School Nurse Certificate Program (NURG)**

Claire Lindberg, Chair, Division of Advanced Nursing Education and Practice

This program prepares nurses with the baccalaureate degree in nursing for certification as school nurses in elementary, secondary, and vocational schools, as well as teaching in areas related to health in the state of New Jersey. Foundation courses are offered day and evening on a part-time basis. Two days a week are required for the School Nurse Practicum.

**Admission Requirements:**

- Baccalaureate in Nursing degree from an NLN- or CCNE-accredited program
- Graduate Record Exam (GRE) required unless student meets following criteria:
  - n Graduate with a Bachelor's degree in Nursing from a program accredited by NLN or CCNE with a GPA of 3.2 or better on a 4.0 scale.

**Additional Requirements:**

- Professional liability insurance
- CPR certification
- Health requirements
- License to practice as a registered nurse in New Jersey

**Program Requirements:**

17 credits

**Required Courses:**

**Foundations and Multicultural Education:**

- EDFN 500/Foundations of Education
- OR
- EDFN 520/Social Problems in Education
- OR
- EDFN 521/Cultural Foundations of Education

**Specialization:**

- NURS 508/School Nursing
- NURS 609/School Nursing Practicum
- HLED 554/Curriculum and Program Construction in Health and Safety Education

## Global Graduate Programs

The mission of The College of New Jersey Global Programs is to create exemplary professionals by providing focused professional graduate studies in education, grounded in current best practices, in preparation for our students to take instructional or leadership positions in international schools throughout the world. Our programs in professional education are an extensive, integrated, and focused collection of experiences that are recognized worldwide and serve to expand the influence of the College and its mission. Through its global graduate programs, TCNJ offers a number of professional development options to educators throughout the world at international sites. In addition, students enrolled in one of our on-campus (Ewing) graduate programs are welcome to participate in summer global graduate studies.

### General Site Information

Students may enroll in courses during the summer months at a number of international sites and at selected sites during winter/spring.

### Spain

In Palma de Mallorca, Spain, during six weeks each summer, more than 18 graduate courses are held during a six-week period from late June through July. Students can pursue course work leading to completion of one of three master's degrees and/or certificate programs in elementary or secondary education (secondary subject area), Teaching English as a Second Language, and educational leadership. Classes are held at Bellver International College, which is located in Cala Mayor, a popular tourist destination along the southern coast of the island. Housing is available within walking distance of the school or along the bus route.

### Thailand

In Bangkok, Thailand, students can pursue certificate programs and master's degrees in elementary or secondary education. Courses are offered in three sessions during the month of June, and students can complete up to three graduate courses at that time. Classes are held at Ruamrudee International School in Bangkok, in an intensive 9–5 schedule. Accommodation can be arranged by the local site coordinator at Canary House, a residential hotel.

### South Africa

At our site in Johannesburg, South Africa, course work leading to elementary or secondary education and/or master's degrees is available. This unique program focuses on a research-based framework and requires students to experience and examine education in a holistic fashion. Courses in each cohort are team-taught in an intensive three-week experience. Students live on-campus at The American International School of Johannesburg, where classes are held.

### Venezuela

In Caracas, Venezuela, courses leading to master's degrees in elementary or secondary education are available. Classes are held at Escuela Compo Alegre during the months of January and June.

### Kuwait

At our site in Kuwait City, Kuwait, students can pursue certificate programs and master's degrees in elementary and secondary education. Classes are held periodically throughout the year at the Universal American School in Kuwait City.

## Master of Education in Elementary (EDEO) or Secondary (SECO) Education

Stuart Carroll, *Academic Adviser, Graduate Global Programs in Elementary and Secondary Education*

Brenda Leake, *Academic Adviser, Johannesburg Program*

The Master of Education in Elementary or Secondary Education is designed to increase the professional competence of fully certified elementary and secondary teachers. Courses include current trends and practices in schools today.

### Admission Requirements:

- Bachelor's degree from an accredited or approved institution
- Teaching certificate
- Graduate Record Exam (GRE)

### Graduation Requirements:

30 credits

### Required Courses:

<b>Research:</b>	<b>3 cr.</b>
*EDFN 508/Introduction to Research	
<b>Foundations and Multicultural Education:</b>	<b>3 cr.</b>
*EDFN 500/Foundations of Education	
OR	
*EDFN 520/Social Problems in Education	
OR	
*EDFN 521/Cultural Foundations of Education	
<b>Specialization:</b>	<b>18 cr.</b>
SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities	
*EPSY 523/Child Growth and Development	
ELEM 663/SCED 663/Advanced Trends in Elementary/Secondary Education	
ELEM 696/SCED 696/General Seminar in Elementary/Secondary Education	
RDLG 537/Language Arts Literacy	
OR	
RDLG 578/Teaching Reading K–12	
OR	
RDLG 579/Content Area Literacy	
CURR 514/Curriculum Theory and Practice	

\*It is suggested that students take these courses within the first 12 credit hours of their program of study.

**Electives:** Chosen with advisement. **6 cr.**  
(Internship I can be used to satisfy three credit hours of elective requirements.)

**Comprehensive Examination:** REGS 999

## Master of Education in Teaching English as a Second Language (ESLD)

Yiquiang Wu, *Academic Adviser, Graduate Global Programs in Teaching English as a Second Language*

The program consists of course work leading to the Master of Education in Teaching English as a Second Language. Certificate programs are available for those students who hold a bachelor's degree and/or master's degree and wish to obtain an initial and/or second teaching endorsement. Careful advisement and course selection are needed when concurrently seeking:

MEd with ESL or bilingual certification  
 ESL initial or endorsement certification  
 Bilingual endorsement

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Graduate Record Exam (GRE) or Miller Analogies Test (MAT) for international students

**Graduation Requirements:**

30 credits

**Required Courses:****Research:**

EDFN 508/Introduction to Research 3 cr.

**Foundations and Multicultural Education:**

\*(A,B) EDFN 521/Cultural Foundations of Education 3 cr.

OR

EDFN 520/Social Problems in Education

OR

EDFN 500/Foundations of Education

**Specialization:**

15 cr.

\*(A,B) ESLM 525/Second Language Acquisition

\*(A,B) ESLM 578/Theory and Practice of Teaching English as a  
 Second Language

\*(A,B) ESLM 587/Curriculum and Methods for Multilingual  
 Populations

\*(A,B) ESLM 688/Practicum for Second Language Teachers

ENGL 507/Language, Mind, and Learning

OR

ENGL 510/The Structure of English

OR

ESLM 545/Sociolinguistics and TESL

**Electives:** Chosen with advisement.

9 cr.

\*(A) RDLG 537/Language Arts Literacy

OR

RDLG 571/Language and the Teaching of Reading

OR

Course approved by program coordinator

\*(A) EPSY 513/Psychology of Learning

OR

EPSY 523/Child Growth and Development

OR

EPSY 524/Adolescent Development and Education

\*Required for ESL endorsement certification.

(A) Required for ESL initial certification.

**Comprehensive Examination:** ESLM 700**Master of Education in Educational Leadership (SECL)**

Richard Farber, *Academic Adviser, Graduate Global Programs in Educational Leadership*

The Master of Education in Educational Leadership is a program designed to provide educators with the knowledge and skills for a leadership position in a school setting internationally. These courses include concepts of leadership administration, supervision, and curriculum development.

This 33-credit program will lead to a New Jersey State Certification of Eligibility for all U.S. citizens, pending successful completion of the program's academic requirements and successful completion of the Educational Leadership Praxis Exam. Non-U.S. citizens will be granted a college certificate, which recognizes the completion of a state-approved program.

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Teaching certificate  
 Graduate Record Exam (GRE)

**Graduation Requirements:**

33 credits

**Required Courses:****Research:**

3 cr.

EDFN 508/Introduction to Research

**Foundations and Multicultural Education:**

3 cr.

EDFN 500/Foundations of Education

OR

EDFN 520/Social Problems and Education

OR

EDFN 521/Cultural Foundations of Education

**Specialization:**

24 cr.

CURR 514/Curriculum Theory and Practice

EDAD 525/Introduction to Educational Administration

EDAD 540/School Finance

EDAD 572/School Law

EDAD 580/Group Dynamics for Educational Leaders

EDAD 617/Advanced School Leadership:  
 Supervision/Administration

EDAD 660/Computer Application in Educational Administration

SUPV 520/Staff Supervision

**Practicum:**

3 cr.

EDAD 688/Practicum/Seminar in School Administration and  
 Supervision

**Comprehensive Examination:** REGS 999**Teacher Certification for International Schools: (IOTE-Elementary) and (IOTS-Secondary)**

Stuart Carroll, *Academic Adviser, Graduate Global Programs in Elementary and Secondary Education*

The program includes courses designed for the overseas professional seeking elementary and/or secondary certification through the state of New Jersey. Equivalent certification is available for non-U.S. citizens. Secondary (IOTS) certification is available in mathematics, English, social studies, biology, physical science (chemistry and physics), and earth science. Upon completion of this program, students may transfer into the MEd program (elementary or secondary).

**Admission Requirements:**

Bachelor's degree from an accredited or approved institution  
 Graduate Record Exam (GRE) or Miller Analogies Test (MAT)  
 60 undergraduate credits in liberal studies for elementary certification  
 30 undergraduate credits in core content area for secondary certification

**Program Requirements:**

25 credits

**Required Courses:****Foundations and Multicultural Education:**

3 cr.

EDFN 500/Foundations of Education

OR

EDFN 520/Social Problems and Education

OR

EDFN 521/Cultural Foundations of Education

**Specialization: 22 cr.**

- SPED 501/Learning and Behavior Problems of Children and Youth with Disabilities  
 RDLG 537/Language Arts Literacy  
 OR  
 RDLG 578/Teaching Reading K–12  
 OR  
 RDLG 579/Content Area Literacy  
 EPSY 523/Child Growth and Development  
 CURR 514/Curriculum Theory and Practice  
 ELEM/SCED 694/Internship I (4 cr.)  
 ELEM/SCED 695/Internship II (6 cr.)

**Certification Examination:**

Note: Students applying for elementary certification must have 60 undergraduate credits in liberal studies. Students applying for secondary certification must have an undergraduate major in one of the following areas approved for certification: mathematics, English, biology, chemistry, physics, or social studies.

**Teaching English as a Second Language Certification Program (ESLO)**

Yiquiang Wu, Academic Adviser, Graduate Global Programs in Teaching English as a Second Language

The Teaching English as a Second Language Certification Program provides the necessary courses for provisional certification or endorsement certification as a teacher of English as a second language in the state of New Jersey.

After completing the required courses, candidates need to prepare an application package in order to obtain their ESL certification. The package must include the following items:

1. A notarized Certification Application Form
2. A notarized Language Proficiency Interview Form
3. A photocopy of a teaching credential in another field (for endorsement only)
4. A letter documenting teaching experience from the school principal (for endorsement only)
5. A notarized Non-Citizen Oath Form (for non-U.S. citizens only)
6. An official copy of transcripts from other institutions (for course transfer only)
7. An application fee of \$50 payable to The College of New Jersey

Please contact your adviser for certification application forms and procedures.

**Admission Requirements:**

- Bachelor's degree from an accredited or approved institution  
 Graduate Record Exam (GRE) or Miller Analogies Test (MAT)

**Program Requirements:**

15–21 credits

**Prerequisites for State Endorsement: 6 cr.**

Students applying for State Endorsement in Teaching English as a Second Language, must have an approved teacher certification and one (1) year teaching experience, or successfully complete the following six (6) credit hours of course work (or their equivalence) as part of this program.

- EPSY 513/Psychology of Learning  
 OR  
 EPSY 523/Advanced Child Growth and Development  
 OR  
 EPSY 524/Adolescent Development and Education  
 \*ESLM 568/Practicum for Second Language Teachers

**Required Courses:****Foundations and Multicultural Education: 3 cr.**

- \*EDFN 521/Cultural Foundations of Education  
 OR  
 EDFN 520/Social Problems in Education  
 OR  
 EDFN 500/Foundations of Education

**Specialization: 15–18 cr.**

- \*ESLM 525/Second Language Acquisition  
 \*ESLM 578/Theory and Practice of Teaching ESL  
 \*ESLM 587/Curriculum and Methods for Multilingual Populations  
 \*RDLG 537/Language Arts Literacy  
 OR  
 ENGL 507/Language, Mind, and Learning  
 OR  
 ENGL 510/The Structure and Phonology of American English  
 OR  
 ESLM 545/Sociolinguistics and TESOL

\* Required for ESL endorsement.

**Bilingual Endorsement (ESLB)**

Yiquiang Wu, Academic Adviser, Graduate Global Programs in Teaching English as a Second Language

Bilingual Endorsement provides the necessary courses for certification as a bilingual teacher in the state of New Jersey.

**Admission Requirements:**

- Bachelor's degree from an accredited or approved institution  
 Teaching certificate or eligibility thereof in a subject area (general elementary or secondary math, science, or social studies)  
 Proven proficiency in English and another instructional language  
 Graduate Record Exam (GRE) or Miller Analogies Test (MAT)

**Program Requirements:**

12–15 credits

**Required Courses:****Foundations and Multicultural Education: 3 cr.**

- EDFN 520/Social Problems in Education  
 OR  
 EDFN 521/Cultural Foundations of Education  
 OR  
 EDFN 500/Foundations of Education

**Specialization: 9–12 cr.**

- ESLM 525/Second Language Acquisition  
 ESLM 578/Theory and Practice of Teaching ESL  
 ESLM 587/Curriculum and Methods for Multilingual Populations  
 \*ESLM 688/Practicum for Second Language Teachers

\* ESLM 688 is waived for candidates with one-year teaching experience in a multilingual setting under a teaching certificate.

# Professional Development

## Performance Learning Systems

The Office of Graduate Studies and Performance Learning Systems (PLS) work together to offer innovative, online graduate courses to meet the academic and professional needs of those who wish to take advantage of the benefits of a distance learning experience. At present, students may enroll in one three-credit graduate course, Effective Classroom Management (VCPD520), which is offered in the fall, spring, and summer terms. In the near future, a number of additional courses will be offered via PLS. To learn more about content and schedules for the course go to the PLS Web site at [www.plsweb.com](http://www.plsweb.com).

## Regional Training Center: Professional Development for Teachers

The School of Education at The College of New Jersey is partnered with the Regional Training Center (RTC) to provide graduate-level professional development courses. This affiliation merges TCNJ's excellent reputation in higher education with the Regional Training Center's comprehensive, relevant course work.

All courses carry graduate credit in teacher education from The College of New Jersey. A maximum of six credits may apply as elective credits for students matriculated into one of TCNJ's Master of Education degree programs, pending approval by the graduate program coordinator. Elective credit requirements vary by specialization and students must contact their graduate program coordinator for course approval prior to registration.

Registrations for RTC courses are processed by:

Regional Training Center  
486 Route 10 West  
Randolph, NJ 07869  
800.433.4740  
[www.regionaltrainingcenter.org](http://www.regionaltrainingcenter.org)

## Courses Available through Regional Training Center

### EDPD 542/Classroom Assessment Techniques 3 cr.

The main focus of this course is on using assessment to support teachers in examining the effectiveness of their own practices, to improve student learning, and to help students become effective self-assessors. Teachers will have opportunities to use a wide range of assessment tools, developing skills that reflect a personal philosophy of assessment. While written tests are addressed, most of the emphasis is on performance assessment. Key ideas are discovered experientially through a hands-on approach. Participants will accomplish the following:

- n Develop performance assessment tasks such as presentations, artifacts, and exhibitions along with journals, learning logs, and portfolios.
- n Construct assessment gauges, including performance rubrics and observation checklists with self- and peer-assessment components.
- n Consider the potential of personal learning goals and student-led conferences as assessment tools.
- n Examine the importance of aligning objectives, tasks, and assessments and clearly articulating criteria and standards for fair and valid assessment.

### EDPD 543/Dimensions of Learning 3 cr.

Learn to connect several major instructional models to curriculum, assessment, instruction, and to the student learning and thinking process. Learn to develop interactive student-centered learning experiences that give students a reason to learn and allow you to facilitate their learning. Dimensions of Learning, a comprehensive research-based model of student learning and thinking, provides a planning framework to link curriculum, assessment, and instruction. The course is rich with practical

strategies and processes to help students maximize their thinking and learning. Participants in Dimensions of Learning will:

- n Examine the changing role of teachers as facilitators of student thinking and learning.
- n Engage in interactive, constructivist approaches to learning that can be used daily in school settings.
- n Create plans to thoughtfully engage students in meaningful learning experiences.
- n Develop assessment strategies that correlate with the dimensions framework.

### EDPD 544/Encouraging Student Responsibility and (Self-) Discipline 3 cr.

This course allows teachers to explore and identify sources of student irresponsible behavior and apply remedies to address these challenging behaviors. Taught within a three-dimensional model, participants will learn skills and strategies for increasing student responsibility that can be integrated into the teaching of every lesson. An additional goal of the course is to teach specific communication structures that will allow for an increase in positive student response and motivation.

- n Patterns of cooperative behavior techniques for classroom application are demonstrated and practiced.
- n The concept of responsibility is developed on a personal level, with other people, and as part of a classroom and school community.
- n Techniques are shown to help students learn more and better by way of more self-reliant, independent work, and more cooperative teamwork.
- n This is not a course in discipline, but rather a course in understanding young people and helping them recognize and deal with their irresponsible behavior.

### EDPD 545/Expanding Student Thinking in the Classroom 3 cr.

Based on recent brain research and learner-centered principles, this is a practical experiential course on how to teach for, of, and about thinking. This course will explore these topics:

- n The thoughtful and respectful classroom.
- n Specific thinking skills and processes.
- n Questioning frameworks and methods.
- n Metacognition and reflection.
- n Graphic organizers.
- n The use of cooperative learning to enhance thinking.

### EDPD 546/Instructional Strategies for a Multicultural Society 3 cr.

Participants will examine curricula, understand and develop a sensitivity toward the cultural "perils and pitfalls" in teaching different ethnic groups, and work to develop a variety of instructional techniques.

- n Critically examine and challenge personal, cultural, and curricular assumptions and values.
- n Develop classroom lessons that include diverse cultural perspectives, and address the cognitive, affective, and pedagogical components of multicultural understanding at the classroom level.

### EDPD 547/Integrating the Curricula 3 cr.

Every teacher can help students integrate learning. In this course, curricular integration is explored through current research on experiential learning and higher-level thinking processes. Students learn best when associations and connections are provided in our lessons. Integration structures include applications within a traditional instructional approach, as well as those which require teachers to collaborate in their planning. In this course, structures are demonstrated, practiced, and applied at elementary, middle, and high school levels.

- n Explore and create opportunities to assist students in integrating their learning for greater comprehension, application, and transfer.
- n Develop implementation strategies and plans which both meet student needs and conform to curricular standards.
- n Integrate skills to assist in meeting school/district goals, such as writing across the curriculum, or the school-to-work curriculum.

**EDPD 548/Styles of Teaching: Personality Type in the Classroom 3 cr.**

Styles of teaching, based on Jung's four basic personality types, will be explored and compared. Participants will delve into an understanding of their own style and organizational preferences while at the same time building a clearer understanding of the needs of other styles. Issues pertaining to teaching, learning, classroom management, communicating, conflict resolution, esteem building, and problem solving will be examined and applied to classroom situations.

- n Identify/apply components of style to teaching situations.
- n Understand all aspects of personality type, and how to fully utilize type while teaching.
- n Explore the impact of style in a variety of school situations
- n Build a classroom climate that esteems all styles.

**EDPD 549/Teaching and Learning through Multiple Intelligences 3 cr.**

Howard Gardner's Theory of Multiple Intelligences provides an innovative perspective on creating effective teaching/learning environments. Traditional K-12 curricula have focused disproportionately on utilizing skills related to verbal and mathematical intelligence and have neglected many of the other ways students learn. Participants will be involved in experiential activities that will broaden their understanding of Gardner's work and guide them in developing practical applications for using this theory at all grade levels and in all content areas:

- n Theories of human intelligence as applied to educational environments.
- n Enriching required subject areas by using strategies which utilize several intelligences.
- n Motivational strategies to engage the "hard-to-teach" student.
- n Rotating teaching techniques to apply to a variety of intelligence preferences.

**EDPD 555/Disability Awareness 3 cr.**

This course deepens the knowledge and understanding of disabilities, and examines the social, academic, and physical considerations in school, community, and home environments. Special emphasis is made on the ways that teachers can integrate information about disabilities into the teaching of their curriculum and in managing their specific classroom environments.

- n Understand basic terminology and legislation affecting the educational community.
- n Examine how classified students can be included full time in the regular classroom.
- n Learn how behavioral interventions can address the needs of all students in the classroom.
- n Develop effective instructional strategies that work for all students.
- n Resources available to students, teachers, parents, and other professionals.

**EDPD 560/Using Brain-Compatible Methods in the Classroom 3 cr.**

This course provides classroom application strategies and techniques for translating the current research in cognitive science on teaching and learning. Beginning with how the brain processes information, the course includes the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of the self concept.

- n Learn when is the best time in a lesson to present new material.
- n Improve processing and retention through "chunking" and rehearsal techniques.
- n Understand the power and impact of transfer in the teaching/learning process.
- n Learn more about left-right brain preferences and developing higher-level thinking.

**EDPD 561/The Cooperative Classroom: Kagan's Instructional Practices 3 cr.**

Learn the theory and research of cooperative learning and the approach developed by Dr. Spencer Kagan. The course guides participants in the acquisition of a wide range of practical instructional methods called Co-op Structures, and provides them with a theoretical framework which helps teachers decide which structures to use at different points in the instructional cycle. If instructional strategies are thought of as tools in the toolbox of a teacher, this course is designed to put more tools in each teacher's toolbox, and to instruct them on the best instructional practices with each tool.

- n Intensify motivation to learn.
- n Deepen thinking skills.
- n Decrease time lost to classroom management.
- n Improve acceptance of mainstreamed students.

**EDPD 562/Using Portfolios for Instruction and Assessment 1 cr.**

Using portfolios in the classroom expands opportunities for teachers to develop thoughtful, more meaningful approaches to instruction and assessment in all subject areas and learning levels. By examining some of the purposes, practices, and protocols of portfolio use, this course provides teachers with an understanding of how to meet the challenges of implementing a system of portfolio assessment appropriate for them. Through involvement in activities that model the basic concepts of portfolio assessment, participants will develop strategies to enhance, document, and assess student learning in their own classroom.

**EDPD 565/Cooperative Discipline 3 cr.**

This classroom management program shifts the discipline paradigm from controlling student behavior through rewards and punishment to managing and motivating students by building self-esteem and helping all students make better choices. The goal is student growth: academically, socially, and psychologically.

- n Learn over 50 strategies to use the moment misbehavior occurs.
- n Increase student achievement.
- n Develop a classroom climate and school culture based on caring, clear limits, consistency, and respect.
- n Motivate apathetic, reluctant learners and potential dropouts.
- n Build a foundation for the prevention of violence.
- n Improve home, school, and community collaboration.
- n Promote character education and the development of positive assets of students.

**EDPD 566/Teaching Writing and Thinking Across the Curriculum 3 cr.**

Based on the theme, "Writing to Learn and Learning to Write," participants will learn how to effectively integrate cooperative learning with the teaching of writing as a thinking skill in all subject areas. Teachers will have hands-on experience that encourages students to be active learners and to help prepare them for assessments based on state standards and benchmarks. This course will offer its participants a systematic, developmental approach to the teaching of writing in support of thematic, interdisciplinary, or subject-specific instruction. It will draw upon a balanced literacy approach to the integration of writing in all curriculum areas.

- n Writing as learning across all subject areas.
- n Bloom's taxonomy as it relates to writing and learning.
- n Writing to communicate in many genres.
- n Strategies for planning, outlining, and responding to writing prompts.
- n Teaching writing process through editing strategies.
- n Using graphic organizers and frames in science, social studies, and math.
- n Authentic assessment in writing.

**EDPD 569/Stress and the Teaching and Learning Process 1 cr.**

This course is designed to give participants a comprehensive, research-based view of stress as it relates to their individual lives and the teaching and learning process. The implications of stress in this context will be examined from three perspectives: Stress and the learning environment, stress and the student, and stress and the educator.

**INDS 597/Differentiated Instruction 3 cr.**

The focus of this course is to provide a framework to design effective instruction for all students using differentiated instruction (DI). Participants will investigate the theoretical background, rationale, and principles of differentiated instruction and translate them to their classroom setting. Course instruction will include modeling of DI principles and strategies.

- n Describe, discuss, and analyze the characteristics of a differentiated classroom
- n Identify, design, and implement teaching practices that can be used to differentiate instruction including: tiered assignments, flexible grouping, compacting, complex thinking, problem solving, individual contracts, and interest groups.
- n Design differentiated learning activities based on the learning needs of students.
- n Know and understand the characteristics of a positive classroom learning environment.

## **Teacher Assessment Training**

In partnership with Educational Testing Service and The National Board of Professional Teaching Standards, The College of New Jersey will award up to six graduate credits for completion of the special workshop course:

### **EDFN 597/Teacher Assessment Training:**

#### **National Board of Professional Teaching Standards 3-6 cr.**

Students who have completed this special workshop course will be given a Graduate Special Workshop Course Enrollment Form. In order to earn graduate credit from The College of New Jersey, students must completely fill out that form and submit it to the Office of Graduate Studies at the College, along with the corresponding payment by the deadline indicated on the form. Graduate Special Workshop Course Enrollment Forms are available in the Office of Graduate Studies.

# Graduate Course Descriptions

## School of Culture and Society

Note: ENGL 505 and ENGL 550 are required courses and serve as pre- or co-requisites for all others. That is, students may enroll in other 500- or 600-level courses during the same semester they are enrolled in ENGL 505 or ENGL 550. ENGL 505 is offered in the fall semester; ENGL 550 is offered in the spring. Students entering in the spring or summer semester should consult the graduate coordinator before registering for courses.

### ENGL 505/Contemporary Literary Theory and Methods 3 cr.

An introduction to scholarly methods necessary for graduate work in literature and to the study of theoretical frameworks important to contemporary literary criticism, including formalism, structuralism, Marxism, deconstruction, feminism, post-colonial studies, cultural studies, new historicism, and psychoanalysis. The course exposes students to critical works by major advocates of each framework and requires application of theories to specific literary texts.

### ENGL 507/Language, Mind, and Learning 3 cr.

This course examines the brain's basis of language skills and the role of language in the process of learning. It also reviews models of language development.

### ENGL 510/The Structure of English 3 cr.

This course explores current ideas regarding the nature of the English language and reviews the core grammatical features of English.

### ENGL 544/Language and Culture 3 cr.

Analysis of all forms of language variation across speech communities within a culture and analysis of the language-culture relationships across populations. This course is approved for bilingual certification.

### ENGL 550/Seminar in Poetry 3 cr.

Intensive study in the close reading of poetry. The course emphasizes the tools necessary for the explication of poems. Topics include prosody and form, metaphor and figurative language, and the history of major movements, styles, and genres.

### ENGL 552/Seminar in Drama 3 cr.

The study and analysis of representative plays and dramatists to develop understanding, appreciation, and mature assessment of dramatic theory and practice.

### ENGL 554/Seminar in Prose Fiction 3 cr.

The study and analysis of representative works and authors of prose narratives in the novel, novella, and short story forms.

### ENGL 590/Methods of Teaching Secondary English 3 cr.

An introduction to the theory and practice of teaching English.

### ENGL 597/Special Topics in English 1-6 cr.

In-depth study of specialized topic selected by faculty. Recent classes have focused on literary style and contemporary rhetorical theory.

### ENGL 610/Chaucer 3 cr.

This course examines the works of Geoffrey Chaucer within the context of the literary and social climate of late 14th-century Europe. Students will also become familiar with controversies and trends in the field of Chaucer studies.

### ENGL 612/Shakespeare 3 cr.

Intensive study of several plays and a consideration of the historical and critical contexts.

### ENGL 614/Milton and the 17th Century 3 cr.

An examination of Milton's poetry in the context of the literature and culture of early modern Britain. Topics may include the influences of Spenser and Dante; Milton's involvement in radical politics and controversies; mythology and the pastoral; gender and sexuality; Milton's friendship with metaphysical poet Andrew Marvell.

### ENGL 622/Seminar in Renaissance Literature 3 cr.

A close examination of poetry, prose, and drama of the early modern period as well as historical and cultural contexts.

### ENGL 626/Seminar in 18th-Century British Literature 3 cr.

This course explores English literature from 1700 to 1815, including works by Swift, Defoe, Pope, Johnson, Burke, Wollstonecraft, Austen, and Blake. Topics of study include the rise and fall of Augustan poetics; Augustanism and the development of the novel; and 18th-century lyricism and the rise of Romanticism.

### ENGL 640/Seminar in Romantic Literature 3 cr.

An examination of writings by British and American authors whose works exemplify the chief tendencies of Romanticism, with attention given to the various sources of Romanticism and to the problems of definition and description.

### ENGL 642/Seminar in Victorian Literature 3 cr.

A close examination of some of the major works of the poets and prose writers of the Victorian period.

### ENGL 646/20th-Century British Literature 3 cr.

A study of two or more major 20th-century British writers and the cultural forces which influenced them.

### ENGL 650/Early American Literature 3 cr.

Examination of American literature written between 1630 and 1830, with particular focus on historical and cultural contexts. Themes covered may include captivity narratives, autobiography, and sexuality and the body.

### ENGL 652/American Realism and Naturalism 3 cr.

Study of late 19th- and early 20th-century novels by Mark Twain, Stephen Crane, Charles Chesnut, Theodore Dreiser, Edith Wharton, Kate Chopin, Henry James, and others. The course focuses on the interaction between the era's literature and issues of class, gender, and race and ethnicity.

### ENGL 654/20th-Century American Literature 3 cr.

Study of texts from Wharton to Oates and from Fitzgerald to Louise Erdrich, with focus on such issues as canon formation (its utility or inutility) and whether the nature of endings in fiction has changed since the beginning of the 20th century.

### ENGL 670/Studies in Literature 3 cr.

Focuses on a different topic each semester. Some representative topics include early-modern canon formation, New Historicism and the English Renaissance, historicizing the English Restoration, Latina/o literature, and racial passing in modern literature.

### ENGL 687/Faculty-Student Research 3 cr.

Small-group research with a faculty member on a collaborative project, or a series of related projects, that complements a faculty member's research or scholarly program.

### ENGL 697/Independent Study in English 1-3 cr.

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

### ENGL 699/Thesis/Creative Project in English 6 cr.

An original research or creative study completed over two semesters under the guidance of a thesis committee. Open only to students matriculated in the English program. Thesis may be substituted for parts one and two of the three-part MA comprehensive examination.

### ENGL 700/Comprehensive Examination: English

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.

### SPAN 500/Advanced Spanish Language 3 cr.

Advanced Spanish Language is designed to assure that all students enrolled in the master's program have advanced Spanish language skills in the four areas: listening, speaking, reading, and writing. It is a course

designed to develop the necessary oral proficiency to engage in describing, narrating in present, past, and future, argumentation and persuasion, debating and response and rebuttal, circumlocution and paraphrasing, and talking about hypothetical situations. It will help develop advanced proficiency in reading and understanding descriptive, narrative, and expository texts as well as advanced written proficiency in descriptive, narrative, and expository writing in Spanish. (Students will be tested upon acceptance to the program to determine if they have attained the minimum proficiency level for certification [ACTFL recommended Advanced low]. If they are sufficiently skill proficient, this course may be waived and an elective course will be taken in its place.)

**SPAN 501/An Inductive Approach to Spanish Grammar 3 cr.**

This course will carry out an in-depth study of those grammatical structures of the Spanish language that are most challenging to non-native speakers. Following a guided inductive approach, graduate students will analyze and compare a substantial amount of authentic language samples, inferring grammatical rules which explain the different structures and forms being used. Elementary and secondary Spanish teachers will thereby improve and fine-tune their ability to give informed, efficient feedback to their own students' written (and, at times, spoken) output. Although this is not a course on teaching grammar, the inductive approach will also be helpful in providing teachers with a model for explicit grammar instruction that is consistent with current research in Second Language Acquisition.

**SPAN 503/History and Culture of Spain 3 cr.**

The main purpose of this course is to provide the student with a comprehensive cultural overview of Spain concentrating on geography, social and language issues, politics, literature, and other intellectual manifestations throughout Spanish history. This course will provide a theoretical foundation and practical experience for teaching and incorporating Spanish culture in the classroom. A wide variety of videos and other audio-visual materials will be incorporated in order to enhance class discussions.

**SPAN 504/Culture and Society of Spanish America 3 cr.**

This seminar offers a historical overview of culture and society in Latin America. Although specific readings will vary from year to year, course content will be problem-based and will cover the long historical period beginning with pre-Hispanic cultures of the Americas and ending with contemporary Spanish America. Several examples of areas of inquiry to be covered: indigenous cultures, legacies of conquest, patterns of economic development, changing roles of women, expressions of popular culture, intellectuals and society, cycles of political change, constructions of identity, and U.S.-Latin American relations. During the course of the semester, each student will work on a culminating project that combines research and curriculum development in two thematic areas.

**SPAN 511/Peninsular Literature 3 cr.**

This course provides a solid and comprehensive perspective of Spanish Peninsular Literature that focuses on a series of selected themes from major works. It will provide the student with an ample literary background for developing content-based courses in their K-12 classrooms. Therefore, a major part of the course will focus on the students' ability to combine their literary knowledge with the design of Spanish curriculum.

**SPAN 512/Survey of Spanish-American Literature 3 cr.**

This seminar offers an overview of Spanish-American literature. Although specific readings will vary from year to year, course content will be organized thematically and will cover the historical period beginning with Spanish colonization of the Americas and ending with contemporary Spanish America. Several sample thematic units are: African stories and Caribbean history; men, women, and the politics of sex; fiction and history; Quechua myths, legends, and stories; and stories of the fantastic. During the course of the semester, each student will work on a culminating project that combines research and curriculum development in two of the thematic areas covered in the course.

**SPAN 515/Applied Spanish Phonetics 3 cr.**

Through readings based on current linguistic theory and practical exercises, students in this course will develop a solid understanding of the orthographic, stress, and phonological systems of the Spanish language. Students will improve their writing skills from the most basic of technical aspects by mastering the relationship between the graphemes and the

phonemes of Spanish. They will also improve their speaking and listening skills by learning and practicing the subtleties of Spanish pronunciation and comparing the sound structure of Spanish to that of English. Finally, students will apply the knowledge gained in this course to develop and demonstrate materials that can be used to teach Spanish phonetics to elementary and secondary education students.

**SPAN 523/Applied Studies in Hispanic Theater 3 cr.**

This course seeks to provide a comprehensive overview of Spanish Theater through a variety of selected themes from Spanish Theater masterpieces. Apart from the theoretical foundation, the students will be required to create several different activities as practical experience for their future teaching of Spanish Theater in the classroom.

**SPAN 573/Spanish Politics and Society 3 cr.**

This course seeks to provide a comprehensive overview of contemporary politics and society of Spain through a selection of thematic units that seek to reflect some of the main political and social aspects that have helped shape today's Spain. Apart from acquiring the necessary theoretical foundation, the students will be required to create a portfolio of activities that may be used for future teaching of the subject in their pre-university-level classrooms.

**SPAN 590/Second Language Acquisition and Related Methodologies 3 cr.**

This course will explore how language learners acquire and/or learn a foreign language. Graduate students will examine a number of related fields including: psychology, theoretical and applied linguistics, and pedagogy in order to evaluate past and current teaching methods and detail both the National Foreign Language Standards as well as the New Jersey World Languages Curriculum Framework as they relate to second language acquisition theory. All teaching, classroom discussion, and testing will be done in Spanish. Readings and videotapes will be in Spanish and English.

**SPAN 591/Curriculum Design 3 cr.**

The prerequisite for this course is SPAN 590 or in some special cases, permission of the instructor. This course will explore how to design a pre-university Spanish curriculum that is both horizontally and vertically articulated. Graduate students will briefly review current second language acquisition theory and then explore how modern theory is applied to the design of a sound language curriculum. Participants will examine in detail the National Foreign Language Standards for Spanish and the entire New Jersey World Languages Curriculum Framework with an eye toward their application to curriculum design. All teaching, classroom discussion, and testing will be done in Spanish. Readings, sample curricula from model school districts, sample evaluation techniques such as tests, activities, and rubrics and interviews with administrators and teachers from the school districts may be carried out in either Spanish or English.

**SPAN 597/Topics in Hispanic Culture 3 cr.**

This course offers a detailed study of a selected aspect of Hispanic culture. Because of the special nature of the course, its content will vary according to the particular topic studied. Possible topics may include: art, geography, social and language issues, immigration, race and gender, pre-Columbian cultures, film and music, and customs. Both theory and practice will be closely intertwined and evaluated. Consequently, the creation of a teaching portfolio with ideas for further incorporation of the subject into the teaching of Spanish will be a crucial requirement. This course may be repeated for credit with different topics.

**SPAN 598/Topics in Hispanic Literature 3 cr.**

This course offers a detailed study of a selected aspect of Hispanic literature. Because of the special nature of the course, its content will vary according to the particular topic studied. Possible topics may include: medieval literature; pre-Columbian literature; Golden Age; colonial and/or post-colonial literature; contemporary literature; and specific aspects on narrative, poetry, theater, and essay. Both theory and practice will be closely intertwined and evaluated. Consequently, the creation of a teaching portfolio with ideas for further incorporation of the subject into the teaching of Spanish will be a crucial requirement. This course may be repeated for credit with different topics.

## School of Education

### **COUN 501/Introduction to Counseling** 3 cr.

Prerequisite: Permission of department

An introduction to the profession of counseling, including an overview of the history of counseling, professional counseling organizations and issues, major counseling specialties, requirements for counselor license and certification, and the ethical and legal issues in counseling. The course includes a laboratory component in which students learn the stages of the counseling process, the micro-skills of counseling, strategies for applying for employment and doctoral training in counseling, and conventions for writing professional counseling manuscripts.

### **COUN 515/Statistics and Research in Counseling** 3 cr.

Prerequisite: Permission of department

Study of the organization, analysis, summarization, and interpretation of counseling data with special emphasis on developing research projects involving counseling data. The interrelationships among statistics, measurement, and research design are examined. Training in reading and interpreting counseling research literature is provided.

### **COUN 530/Multicultural Counseling** 3 cr.

Prerequisite: Permission of department

The purpose of this course is to increase students' understanding of, and sensitivity to, major ethnic and cultural groups within the dominant Anglo-American culture served by counselors and teachers in the United States. Students will confront the crucial issues related to multicultural counseling.

### **COUN 535/Career Counseling and Placement** 3 cr.

Prerequisite: Permission of department

This course will include information regarding theories of career development, sources of occupational information, and methods of career counseling and assessment. Both theory and practical application of career counseling will be explored through lectures, class discussion, readings, writings, and projects. Students will have the opportunity to examine the various techniques and gain an understanding of their own development.

### **COUN 545/Community Agency Counseling** 3 cr.

Prerequisite: Permission of department

This course is designed to meet the needs of the counselor working in community agency settings. Focus is placed on the populations served, preferred treatment modes, and strategies of preventive intervention. Diagnosis of clients using the DSM IV and treatment planning will be stressed. The course will use a variety of teaching techniques: independent reading, class lectures and discussions, guest lectures by practicing professionals, written and video case reviews, and assignments.

### **COUN 550/Substance Abuse and Addiction Counseling** 3 cr.

Prerequisite: Permission of department

Specific techniques for counseling the alcoholic and the problem drinker are presented. Intervention strategies, as well as counseling and support systems for the family and significant others affected by the disease of alcoholism, are included. Opportunities to practice counseling strategies at various points along the alcoholism treatment continuum will be provided.

### **COUN 551/Substance Abuse and Addiction: Individual, Family, and Society** 3 cr.

Prerequisite: Permission of department

The effects of alcohol and other chemicals on the body as well as society are presented. Societal attitudes and the reinforcement of drinking as it relates to the abuse of alcohol are examined. Medical aspects and diseases related to alcoholism, problem drinking, and chemical dependency are discussed. Alcohol and drug use, misuse and abuse as they affect individuals and society are stressed.

### **COUN 552/Education and Prevention in Alcoholism and Chemical Dependency** 3 cr.

Prerequisite: Permission of department

Strategies for educating the public about alcohol use, misuse, and abuse are presented. Various community agencies including the schools are examined for their effectiveness in educating individuals and groups about alcohol and alcoholism, and their effectiveness in the prevention of alcohol abuse. Educational principles as well as methods and materials for educating individuals and groups of all ages will be considered.

### **COUN 554/Substance Awareness Coordination in the Schools** 3 cr.

Prerequisite: Permission of department

This course addresses the needs of school personnel responsible for the coordination of substance awareness activities. The issues of education, prevention, and intervention with school-age youth affected with alcohol and drug problems are investigated. Specific programs and techniques for the appropriate developmental levels of school-age youth will be addressed. Current curricula, specific counseling techniques, family involvement, and referral sources will be addressed in accordance with the framework of approved school policy.

### **COUN 560/Counseling Women** 3 cr.

Prerequisite: Permission of department

Issues relevant to counseling women clients will be covered. Sex differences in psychological disorders, the roles and status of women, and sex bias in counseling will be examined. The needs of special groups of women will be presented. Special skills in counseling women will be studied both didactically and experientially.

### **COUN 580/Counseling the Aged** 3 cr.

Prerequisite: Permission of department

A study of the demographic characteristics, developmental transitions, psychosocial theories, life crises, and referral resources unique to older adulthood. Students will integrate this information into counseling strategies and program-planning skills specific to the needs of the aged and the practice of gerontological counseling.

### **COUN 597/Special Topics in Counseling** 1–6 cr.

Prerequisite: Permission of department

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

### **COUN 600/Introduction to Marriage and Family Therapy** 3 cr.

Prerequisite: Permission of department

This course is an introduction and overview to the general field of marriage and family therapy. The history of the movement as well as a basic description of the major approaches to marriage and family therapy are discussed. Professional issues such as research, ethics, and professional training are also included in the course content.

### **COUN 601/Theory and Techniques in Marriage and Family Therapy** 3 cr.

Prerequisite: COUN 600 (Note: COUN 600 may be taken concurrently with COUN 601), and permission of the department

An in-depth examination of current theoretical trends in marriage and family therapy. Analysis of specific techniques associated with major theoretical approaches. Attention will be given to skill development through the use of role-play, feedback, case review, and exploration of family origin issues.

### **COUN 602/Advanced Assessment, Theory, and Treatment in Marriage and Family Therapy** 3 cr.

Prerequisite: COUN 600, 601, and permission of the department

This course will focus on theoretical concepts from the major theories of family systems therapy with an emphasis on assessment and treatment planning. Therapist skills in assessment and consultation will be discussed and simulated. Genograms, family maps, and other specific techniques will be practiced. Treatment planning, facilitating change, evaluation, termination, and follow-up of families will be presented.

### **COUN 603/Laboratory in Marriage and Family Therapy** 3 cr.

Prerequisite: COUN 600, 601, and permission of the department

Through skills-building exercises, video demonstrations, role-plays, simulations, and live case presentations, this course provides students with an intensive laboratory training experience in marriage and family therapy. Opportunities to practice conceptual and intervention skills along the progressive phases of the treatment continuum are provided. Specific techniques from several methods of marriage and family therapy are presented.

- COUN 604/Special Issues in Marriage and Family Therapy** 3 cr.  
Prerequisites: COUN 600 and permission of the department  
This course examines special populations and treatment issues in marriage and family therapy. Particular attention is given to marriage and family therapy with single-parent families, remarried and reconstituted families, cohabiting heterosexual couples, and gay/lesbian/bisexual families; sexuality and inter-sexual relationships; ethnically diverse families; and families with special characteristics; e.g., dual careers, substance abuse, aging parents, chronic illnesses, losses, grieving, and bereavement issues.
- COUN 605/Ethical, Legal, and Professional Issues in Marriage and Family Therapy** 3 cr.  
Prerequisite: Permission of department  
This course examines ethical, legal, and professional issues unique to marriage and family therapy. Special attention is given to principles of ethical decision making, professional codes of ethics, ethical concepts, and considerations within the context of marriage and family therapy. Legal concepts, sources, and types of law, professional liability, risk management, and insurance are reviewed. Professional identifications and training, licensure and certifications, accountability, marketing, and research are discussed.
- COUN 606/Family Studies and Development/Practicum** 3 cr.  
Prerequisites: COUN 600, 601, 602, 603, and permission of department  
This course is designed to examine the family from a developmental and life-cycle perspective. It will provide a foundation for practicum students to relate clinical experience to empirical studies of the stages of family development. Case presentation from clinical settings as well as simulated sessions will be the basis for learning.
- COUN 607/Clinical Internship in Marriage and Family Therapy** 3 cr.  
Prerequisites: COUN 600, 601, 602, 603, and permission of the department  
This internship is designed to provide an intensive, supervised clinical field experience in marriage and family therapy. Internship requirements include: participation in a weekly clinical supervision seminar, a minimum of 600 clock hours working with couples and families in a field site (approved by the department), and one hour of individual supervision per week by an on-site field supervisor (approved by the department). Live, videotaped, and simulated therapy sessions as well as self, peer, and supervisor evaluation and conceptual and direct practice skills are an integral component of this clinical experience.
- COUN 660/Organization, Administration, and Supervision of School Counseling** 3 cr.  
Prerequisite: COUN 501  
Study of principles and practices fundamental to the organization, administration, and supervision of school counseling services. A comprehensive view of the responsibilities involved in the effective functions of school counseling systems.
- COUN 670/Counseling Theory and Techniques** 3 cr.  
Prerequisite: COUN 501  
This course is designed to provide an overview of current approaches to psychological counseling including psychoanalytic, existential-humanistic, cognitive/behavioral, and family approaches. Emphasis is on both theory and practical applications of the various approaches. Through lectures, class discussions, readings, films, writings, experiential exercises, and role-play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling.
- COUN 672/Advanced Counseling Theory and Techniques** 3 cr.  
Prerequisites: COUN 501 and 670  
An advanced study of counseling theories with particular emphasis on theory application. Students will be expected to demonstrate their counseling effectiveness within the definitions of selected theories. This course will be part theory and part laboratory experience.
- COUN 675/Group Counseling** 3 cr.  
Prerequisites: COUN 501, 670 (COUN 675 may be taken concurrently with COUN 670 with advisement)  
Through didactic and experiential learning activities, this course enables students to explore different theoretical approaches to groups; basic principles of group dynamics; ethical, legal, and professional issues; leadership and group development; member roles and functions; life span developmental needs; and their own interpersonal styles of behavior.
- COUN 677/Group Leadership Skills** 3 cr.  
Prerequisites: COUN 675 and permission of instructor  
Study and practice of professional skills and behaviors which enable the group leader to activate and maintain effective counseling groups. Focus will be on how the leader capitalizes on group forces to encourage member goal achievement. (Limit six students with permission of instructor.)
- COUN 680/Practicum in Counseling and Testing** 3 cr.  
Prerequisites: COUN 515, 670, 675, and EPSY 643  
The development of effective counseling behaviors and practice test selection, administration, scoring, and interpretation through laboratory experience. The focus is on an integration of counseling theory and practice and educational testing.
- COUN 687/Faculty-Student Research** 3 cr.  
Prerequisite: Completion of 15 graduate credits  
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.
- COUN 690/Practicum Seminar** 3 cr.  
Prerequisites: COUN 501, COUN 670, and COUN 675 (Note: COUN 675 may be taken concurrently with COUN 690); COUN 660 is a prerequisite only for the school counseling program  
This course is designed for those students who have a basic understanding of the role and functions of counselors. Each student is required to participate in an intensive firsthand practicum experience in an area of counseling. The practicum experience will be assigned and supervised by the College. Weekly class meetings will be devoted to the discussion and utilization of students' practicum experiences. Field visitation by the instructor will be an integral part of the practicum.
- COUN 693/Internship (One Term) or COUN 694/695 (Two Terms)** 6 cr.  
Prerequisites: COUN 675, 690, and permission of department  
This course is designed to provide an intensive, supervised on-the-job counseling experience specific to students' counseling program specialization and totaling a minimum of 600 hours. Emphasis will be upon analyzing and strengthening the application of counseling skills, maximizing utilization of community resources and facilities, and identifying and developing the consultation skills needed to negotiate professional counseling and administrative systems. Internship placements will be approved and supervised by the College. Advanced-level weekly individual and group supervision sessions are required components of this internship experience.
- COUN 697/Independent Study in Counseling** 1-3 cr.  
Prerequisites: COUN 501 and permission of department  
An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.
- COUN 698/Department Project in Counseling** 1-6 cr.  
Prerequisites: COUN 501 and permission of department  
Provides opportunities for in-depth study in an area of interest to the student and/or participation in an activity related to counseling and personnel services.
- COUN 699/Thesis/Creative Project in Counseling** 6 cr.  
Prerequisites: COUN 515, EPSY 643, and permission of department  
An original research or creative study under the guidance of a thesis committee. Open only to students who have completed 24 credits in the counseling program.
- COUN 700/Comprehensive Examination: Counseling**  
Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.
- CURR 514/Curriculum Theory and Practice** 3 cr.  
The contemporary school curriculum from the primary through the secondary levels including social and educational foundations, basic factors in design, and common organizational patterns.

- CURR 614/Secondary School Curriculum** 3 cr.  
Prerequisite: CURR 514 or permission of instructor  
A competency-based, inquiry-oriented experience wherein the participant engages in the process of building a curriculum for secondary schools. Using data gleaned from background readings, personal experiences, and interaction with others, the individual examines past and present curricular patterns, then designs new or modified patterns to meet the challenge of a total society in continual change.
- CURR 616/Curriculum Development in the Urban School** 3 cr.  
Prerequisite: CURR 514  
Enables students to determine and apply skills, techniques, and understanding necessary to plan and implement a relevant curriculum for urban youth.
- CURR 635/Curriculum Change Strategies** 3 cr.  
Prerequisite: CURR 514  
An examination of the process by which curriculum implementation and infusion occur. An investigation of a number of Organizational Development (OD) models and their application to curriculum implementation and infusion.
- ECED 500/Workshop in Early Childhood Education** 1–3 cr.  
An in-depth study of highly specialized topics of recent origin, with an emphasis on application to early childhood education programs and on improvement of teaching effectiveness.
- ECED 504/Teaching Young Children** 3 cr.  
Review of the development of preschool education, characteristics of young children, basic practices in early childhood teaching, and recent trends and issues. Importance of experiences in guiding learning, observation, and participation.
- ECED 520/Early Childhood Administration and Supervision** 3 cr.  
Workshop study of: administrative alternatives; management responsibilities; selection, training, and evaluation of staff; fiscal planning; record keeping; computer applications; and regulatory procedures in child care centers.
- ECED 550/Supervision in Early Childhood Education** 3 cr.  
Study and analysis of the competencies and skills needed by early childhood education supervisors to carry out the required responsibilities and services. It will provide a variety of organizational structures, program models, and staff roles in the child development field with emphasis upon practical application, including such topics as: leadership skills development, clinical supervision, assessment processes, and goal setting.
- ECED 560/Curriculum Experiences for Young Children** 3 cr.  
Basic concepts underlying a desirable curriculum for young children. The role of the teacher in curriculum planning. Emphasis upon the major curriculum areas.
- ECED 597/Special Topics in Early Childhood Education** 1–6 cr.  
An advanced course devoted to an in-depth study of current specialized topics selected by the faculty and approved by the department.
- ECED 620/Multicultural and Social Foundations of Emergent and Early Literacy** 3 cr.  
An advanced course devoted to an in-depth study in emergent and early literacy in a multicultural context.
- ECED 640/Development and Learning of the Young Child** 4 cr.  
In this course, the student learns to apply research and theory in child development from infancy through middle childhood to learning. The physical, cognitive, language, and social/emotional domains are examined. A chronological approach, which also addresses the cultural and contextual influences on development is followed. In the practicum portion of the course, the student conducts a performance-based assessment in the classroom.
- ECED 651/P–3 Internship I** 1 cr.  
This is the first semester of a two-semester block. It will be completed at the intern's P–3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by a mentor and an on-site supervisor.
- ECED 652/P–3 Internship II** 1 cr.  
This is the second semester of a two-semester block. It will be completed at the intern's P–3 work site or a college field placement site. It will be under the direction of a college supervisor, with additional supervision by a mentor and an on-site supervisor.
- ECED 655–656/Clinical Seminar in Early Childhood Internship I and II** 5 clock hours each semester, 0 cr.  
These seminars accompany the P–3 Mentored Internships ECED 651 and ECED 652. They offer interns the opportunity to discuss and reflect upon field-based work, and to make connections between theory and practice.
- ECED 687/Faculty-Student Research** 3 cr.  
Prerequisite: Completion of 15 graduate credits  
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.
- ECED 697/Independent Study in Early Childhood Education** 1–3 cr.  
Prerequisite: EDFN 500 or EDFN 520 or EDFN 521  
An in-depth exploration of a topic within a specific area of the discipline involving supervised teaching, research, and regular conferences with the faculty adviser.
- EDAD 525/Introduction to Educational Administration** 3 cr.  
A comprehensive overview of the field of educational administration. An examination of the objectives, techniques, and materials of educational administration to assist the prospective school administrator in administrative leadership.
- EDAD 540/School Finance** 3 cr.  
Students will explore the institutional basis and economics of finance. The course provides a comprehensive overview of the development, implementation, and evaluation of budgets, comparing funding sources in the public and educational sectors.
- EDAD 572/School Law** 3 cr.  
A study of federal and state laws affecting the rights, privileges, and duties of administrators, nurses, and other ancillary personnel, teachers, pupils, and citizens. Attention is given to the structural organization of government, public education, finance, collective bargaining, and other pertinent factors.
- EDAD 597/Special Topics in Educational Administration** 3 cr.  
An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.
- EDAD 617/Advanced School Leadership: Supervision/Administration** 3 cr.  
Prerequisite: EDAD 525  
An analysis of the administrative process in theory and practice in contemporary schools. Topics will include: examination of leadership theory and styles: school organizations; administrative curriculum leadership; scheduling; facility management; school/community relations; contract administration; and service learning. Policies and practices will be examined in the context of: knowledge and inquiry, best practice, multiculturalism diversity, and inclusion; multiple context and communities; and leadership and advocacy.
- EDAD 653/School Personnel Administration** 3 cr.  
Prerequisite: EDAD 525  
A study of the administrative and organizational processes involved in school personnel management. Emphasis will be placed upon strengthening competencies in the development of personnel policies and practices; social systems management; and recruitment, retention, and exit procedures for both professional personnel and support staff.
- EDAD 660/Computer Application in Educational Administration** 3 cr.  
Prerequisite: EDAD 525 or permission of instructor. No computer experience is necessary  
This course includes an examination of the relationship and role of computer application to educational administration. Students will develop competencies in scheduling, attendance, grading systems, inventory, personnel records, and other administrative functions. Relevant research to be studied.

**EDAD 687/Faculty-Student Research 3 cr.**

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**EDAD 688/Practicum/Seminar in School Administration 3 cr.**

Prerequisite: Completion of all program requirements or permission of the graduate coordinator

A culminating practicum in which the student demonstrates the application of the knowledge and skills developed in the program in a field-based setting. The practicum experience provides the student with an extended interaction with real situations faced by practicing secondary school administrators.

**EDAD 697/Independent Study in Educational Administration 1–3 cr.**

Prerequisites: EDAD 525 and at least three credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDAD 698/Department Project in Educational Administration 1–3 cr.**

Prerequisites: EDAD 525 and at least three credits in curriculum or supervision courses

An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDAD 700/Comprehensive Examination: Educational Leadership**

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.

**EDFN 500/Foundations of Education 3 cr.**

A synthesis of the contributions to education from the basic disciplines of history, philosophy, anthropology, religion, sociology, economics, and political science. This course fulfills the state of New Jersey requirements for multicultural education.

**EDFN 508/Introduction to Research 3 cr.**

A course which examines basic research design, library and computer search strategies, and certain statistical concepts. Emphasis is on understanding and interpreting research studies.

**EDFN 520/Social Problems in Education 3 cr.**

This course will examine the role of the school in the context of the perennial societal concerns of diversity, equal opportunity, democracy, and individual and social justice. The issues of evaluation, classification, and curriculum are considered within the historic and ideological foundations of education. This course fulfills the state of New Jersey requirements for multicultural education.

**EDFN 521/Cultural Foundations of Education 3 cr.**

This course will examine education as a cultural phenomenon and will focus upon culture, its relationship to language and school achievement, and the implications for teaching, learning, and counseling. There is an emphasis upon the multicultural curriculum, second language instruction, and critical pedagogy. This course fulfills the requirements for multicultural education.

**EDFN 697/Independent Study in Educational Foundations 1–3 cr.**

Prerequisite: EDFN 500 or EDFN 520 or EDFN 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDFN 698/Departmental Project in Educational Foundations 1–3 cr.**

Prerequisite: EDFN 500 or EDFN 520 or EDFN 521

In-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**EDUC 501/Exploring Teaching 3 cr.**

This course introduces students to the challenges that face them as they embark on teaching careers. The course explores multiculturalism, inclusion, the education of children in poverty, and the place of technology in education. Students will examine the leadership and advocacy roles that teachers must play in order to guarantee excellent education for all children. Students will be introduced to the notion of teacher as researcher and will participate in inquiry-based activities and assignments.

**EDUC 513/Collaboration, Consultation, and Partnerships 3 cr.**

This course is based on the premise that successful teachers are those who communicate effectively with other teachers in their schools, related services professionals in their district, parents of their students, and personnel in community agencies. Specific collaboration and team problem-solving skills are taught through the case method, role-playing, and field-based projects. Emphasized are family-centered, culturally sensitive practices and collaborative problem solving.

**EDUC 614/Creating and Sustaining Classroom Communities 2 cr.**

Behavior issues are reported by new teachers to be one of the biggest challenges they encounter. Current literature indicates that for many students, traditional reactive approaches are ineffective and may indeed exacerbate inappropriate behaviors over the long run. The purpose of this course is to help future teachers develop a critical awareness of their classroom as a community and through this awareness develop strategies to proactively address behavioral challenges within this community. The course encourages students to develop a position of inquiry toward behavior that is reflective, proactive, and non-aversive. The course draws extensively on literature and best practices in areas such as constructivist approaches to classroom management, positive behavioral supports, person-centered planning, parent-professional collaboration, and social skills training.

**EDUC 615/Capstone Experience: The Teaching Professional 1 cr.**

This one-credit course, designed to follow the seminar format, will facilitate the completion of the program portfolio and students' creative presentation of materials. It serves to satisfy final assessment requirements for the master's program. Emphasis is on three areas: (1) communication—verbal, written, and electronic; (2) the interpretation of information amassed across course work and students' integration of it into a personal and collective understanding of their profession; and (3) the creative presentation of these materials in a public arena as a demonstration of this self-knowledge, of mastery of their content knowledge, and of a commitment to the teaching profession, specifically to the continuous investment of their selves to lifelong learning and to student learning.

**EDUC 694/Internship I 3 cr.**

The course includes observation and limited participation in a school classroom under the guidance of a cooperating teacher and supervising professor. Students will learn strategies for observing classrooms and reflecting on the experience. Students will study lesson and unit planning, school curriculum, classroom management, and assessment and will have the opportunity to apply what they have learned by assisting in the classroom and teaching a number of lessons and mini-units.

**EDUC 700/Comprehensive Examination**

Every candidate for a graduate degree must take a comprehensive examination, which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.

**ELEM 500/Workshop in Elementary Education 1–3 cr.**

An in-depth study of specialized topics of recent origin, with an emphasis on application to elementary education programs and on improvement of teaching effectiveness.

**ELEM 520/Multicultural Social Studies 2 cr.**

This course examines the purposes, scope, sequences, materials, and methodology of teaching social studies in the elementary school from a multicultural perspective. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing understanding of content.

- ELEM 521/Methods for Teaching Science in the Inclusive Classroom** 2 cr.  
This course examines the purposes, scope, sequences, materials, and methodology of teaching science in inclusive elementary school classrooms. It develops skill(s) in providing constructivist, inquiry-based instruction for all students and in assessing their understanding of content.
- ELEM 522/Methods for Teaching Math in the Inclusive Classroom** 1 cr.  
This course focuses on the curriculum and methodology for teaching mathematics in inclusive classrooms, with an emphasis on methods for special educators who are meeting the needs of children with disabilities or learning challenges. It examines the elementary school mathematics curricula, how children learn mathematics, and methods and strategies appropriate for teaching the many topics in mathematics.
- ELEM 524/Study in Elementary School Social Studies** 3 cr.  
Investigation of recent research and current theory and practice concerning the social studies program in modern elementary schools. Survey of objectives, curricular pattern, methods, and materials of instruction, content, and skill development. Emphasis is on process curriculum, value components, and development of cognitive skills.
- ELEM 550/Supervision in Elementary Education** 3 cr.  
An analysis of the responsibilities and services of elementary school supervisors based on the goals, structure, curriculum, faculty, students, and resources of elementary schools today.
- ELEM 555/Study in Elementary School Curriculum** 3 cr.  
A course designed to analyze, plan, develop, and evaluate the modern elementary school curriculum. Emphasis will be placed on bases for decision making, processes for curriculum evaluation and improvement, and emerging developments in elementary school curriculum.
- ELEM 597/Special Topics in Elementary Education** 1–6 cr.  
An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.
- ELEM 663/Advanced Trends in Elementary Education** 3 cr.  
*Prerequisite:* EDFN 508  
Examination of current trends in elementary education through the critical analysis of recent research. Topics emphasized are: (1) innovations in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in elementary education.
- ELEM 683/Creative Arts in the Elementary School** 1 cr.  
*Prerequisite:* This course should be taken concurrently with Internship I  
Emphasizes the integration and application of the creative arts in the elementary school curriculum and demonstrates how the arts serve to enrich, extend, and intensify learning experiences across a broad range of curricular fields.
- ELEM 687/Faculty-Student Research** 3 cr.  
*Prerequisite:* Completion of 15 graduate credits  
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.
- ELEM 690/Student-Teaching Seminar** 2 cr.  
*Prerequisite:* EDUC 694  
This seminar will expose participants to a range of interesting topics across the disciplines. Sessions will be offered primarily by guest experts who will share their passion for their topics and give participants learning opportunities similar to the ones they should be providing their own elementary school students.
- ELEM 694/Internship I** 3 cr.  
*Prerequisites:* Completion of required core courses; consultation and approval of program coordinator  
Observation and limited teaching in a school classroom two full days a week for eight weeks under the guidance of a college supervisor. Weekly seminar meetings for one month prior to the classroom experience and a concluding seminar. Topics discussed include aims and objectives of educational programs, lesson and unit planning, methods of teaching and styles of learning, school curriculum, classroom management, and assessment of student progress.
- ELEM 695/Internship II** 6–10 cr.  
*Prerequisite:* Successful completion of Internship I  
The Internship II experience will be a full semester. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).
- ELEM 696/General Seminar in Elementary Education** 3 cr.  
*Prerequisite:* Consultation and approval of the program coordinator  
Must be taken either (a) during the semester in which the student is registered to take the comprehensive examination; or (b) no more than one semester prior to the anticipated registration for the comprehensive examination.  
Designed to be the culminating seminar for all students in the MEd and MAT programs. The course requires students to articulate, demonstrate, and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work. Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.
- ELEM 697/Independent Study in Elementary Education** 3 cr.  
*Prerequisite:* EDFN 500 or EDFN 520 or EDFN 521  
An in-depth study of a topic within the discipline of elementary education involving supervised reading, research, and regular conferences with the faculty adviser. Open only to students matriculated in the elementary education programs.
- ELEM 698/Department Project in Education** 3 cr.  
*Prerequisite:* EDFN 508  
A critical independent study of an aspect of education of interest to the student that is explored under faculty guidance. Open only to students matriculated in the elementary education programs.
- ELEM 699/Thesis/Creative Project in Education** 6 cr.  
*Prerequisite:* EDFN 508  
An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the elementary education programs.
- ELEM 700/Comprehensive Examination: Elementary Education**  
Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.
- EPSY 513/Psychology of Learning** 3 cr.  
The purpose of this course is to examine leading theories of learning and their experimental basis. Applications of the role of learning to real-life situations pertaining to perceptions, motivation, and personality development are also explored.
- EPSY 520/Fundamentals of Human Development** 3 cr.  
This course examines the various psychological processes as they develop across the lifespan. It surveys the major issues in developmental psychology and integrates them using a lifespan perspective.
- EPSY 523/Child Growth and Development** 3 cr.  
An overview of concepts and theories of child development with emphasis placed on the elementary-school-aged child. Developmental issues are examined from socio-cultural and educational perspectives.
- EPSY 524/Adolescent Development and Education** 3 cr.  
Consideration of physical, intellectual, personality, and social development during the stages of adolescence and youth. Particular emphasis is placed on the roles of the family, peers, and schools as contributors to development.
- EPSY 643/Measurement and Evaluation** 3 cr.  
*Prerequisite:* CPSV 515 for all counseling majors  
The purpose of this course is to acquaint students with the field of psychological and educational testing. Students will become familiar with the basic principles of test construction, administration, scoring, and interpretation. In addition, issues related to validity, reliability, testing in the multicultural context, and performance assessment will be examined. Commonly used tests of ability, aptitude, and personality will be reviewed. This course requires a working knowledge of descriptive statistics.

- ESLM 525/Second Language Acquisition** 3 cr.  
An overview of some of the major themes and issues in second language acquisition and how this impacts learning in an academic setting. Consideration will be given to topics such as research methodology, the role of the native language, morpheme acquisition orders, differential success, the linguistic environment, theories of second language acquisition, and conversation analysis.
- ESLM 545/Sociolinguistics and TESOL** 3 cr.  
This is an introductory course in sociolinguistic research with theoretical application of major principles to concerns in the teaching of English language. Topics addressed include the notion of speech community, dialect variation, cross-cultural communication, gender, formal versus functionalist paradigms of language, speech act theory, and conversation analysis.
- ESLM 577/Foundations of Bilingual-Multicultural Education** 3 cr.  
The rationale, history, philosophy, goals, objectives, and existing research in the area of bilingual-multicultural education.
- ESLM 578/Theory and Practice of Teaching English as a Second Language** 3 cr.  
Designed to develop competency in the theoretical foundations of second language acquisition, an understanding of the unique aspects of the process of second language teaching, and the necessary practical application of those theories as required in the ESL classroom.
- ESLM 579/Theory and Practice of Teaching the Bilingual Person in Content Areas** 3 cr.  
Theories and practices of teaching the bilingual-bicultural person in specific content areas, including the identification and preparation of materials for the elementary and secondary school classroom. Consideration will also be given to testing the bilingual-bicultural child.
- ESLM 587/Curriculum and Methods for Multilingual Populations** 3 cr.  
This course is designed to develop competence in the application of the theoretical foundations of second language learning and acquisition and bilingual education in teaching multilingual populations. It enables candidates to practice ESL and/or bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select material, and to perform proper evaluation procedures for ESL and bilingual programs respectively.
- ESLM 597/Special Topics in English as a Second Language Education** 1–3 cr.  
*Prerequisite:* One of the following: RDLG 571, ESLM 578, 579, or 587  
An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.
- ESLM 687/Faculty-Student Research** 3 cr.  
*Prerequisite:* Completion of 15 graduate credits  
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.
- ESLM 688/Practicum for Second Language Teachers** 3 cr.  
*Prerequisite:* ESLM 578 or 587  
On-site experiences arranged for students in government and related institutions and agencies in the community. Covers a 14-week period arranged to fit the schedule of the participating student.
- ESLM 697/Independent Study in ESL or Bilingual Education** 1–3 cr.  
*Prerequisite:* ESLM 578 or 587  
An in-depth exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.
- ESLM 700/Comprehensive Examination: Teaching English as a Second Language**  
Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.
- HLED 500/Workshop in Health Education** 1–3 cr.  
An in-depth study of highly specialized topics of recent origin, with emphasis on application to health education programs and improvement of teaching effectiveness.
- HLED 521/Stress and Tension Management** 3 cr.  
Examination of the interrelationships of mind, stress, and tension management. Key concepts will be extracted from a variety of fields for discussion and formation of a personal view.
- HLED 550/School Health Problems** 3 cr.  
Approaches for experienced teachers to the health problems of school-age children and their families. Emphasis on the importance of early detection of deviation from normal development and the need for understanding and cooperating with other services in the school and community.
- HLED 551/Alcohol and Narcotics Education** 3 cr.  
Drug dependencies and their effect on the individual, school, and society. The use, misuse, and abuse of a variety of mood-modifying substances are studied with particular emphasis on alcohol and other drugs of abuse. Includes implications for drug education in the public schools.
- HLED 552/Health Science** 3 cr.  
This course is designed to provide a comprehensive overview of current content of all aspects of health science education. Emphasis is on both theory and in-depth research of practical applications or advances in the areas of personal and community health programs in wellness by utilizing lectures, class discussions, readings, and investigations, and application of modern techniques of health science instruction for communities, teachers, administrators, or students.
- HLED 553/Drugs in Society** 3 cr.  
Study of the trends and practices of drug abuse in contemporary society, including identification and evaluation of behavior patterns of use and abuse of drugs. The drug user will be viewed from biological, medical, and psychological points of view, and the roles of professionals in these areas will be investigated.
- HLED 554/Curriculum and Program Construction in Health and Safety Education** 3 cr.  
The selection and adaptation of a comprehensive health and safety education program for children of various ages. An inquiry-oriented experience wherein the participant engages in the process of building a curriculum for K–12 grades, and those in community health programs. Using research, New Jersey state standards, personal experiences, and interaction with others, the individual identifies desirable content for health and safety units emphasizing a conceptual approach to this discipline.
- HLED 555/Seminar on Aging, Death, and Dying** 3 cr.  
An exploration of various aspects of aging and death in contemporary America will be undertaken. An examination of diverse roles of gerontology and thanatology professionals will be addressed through current research. Formulation of realistic plans for effective living through education regarding aging and death will be a primary area of focus.
- HLED 556/The Challenge of HIV: Prevention through Education** 3 cr.  
An in-depth study of Human Immunodeficiency Virus (HIV): the basics (transmission, prevention, education); coping (psychosocial issues); helping (volunteerism, health/social services); and caring (critical issues, research).
- HLED 653/Problems and Issues in Health and Safety Education** 3 cr.  
*Prerequisites:* HLED 552 and 544  
The study of major trends and current problems/issues in wellness, health promotion, or safety education both in the schools as well as within the community, including the aging population, health in the technological age, school-community cooperation in health programs, investigation of infectious and degenerative diseases, and all other specific topics germane to society's well-being. Identifies and compares the resources and clinics, hospitals, employment programs, and other referral agencies serving the health and safety of children or adults.
- HLED 655/Sex Education and Family Living** 3 cr.  
*Prerequisite:* HLED 552  
Individual study of personal and family living. Development of increased knowledge and competence in the use of such knowledge in teaching. Development of teaching materials, analysis of tests, and other resources.

**HLED 700/Comprehensive Examination: Health Education**

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.

**HPED 597/Special Topics in Health, Physical Education, and Safety** 1–6 cr.

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

**HPED 600/Investigative Designs in Health, Physical Education, Recreation, and Safety** 3 cr.

Prerequisite: EDFN 508

Study of research design, with opportunities for individual study. Areas include creativity and communication, understanding and using research, identifying professional needs and problems, orientation to laboratory procedures and application of inquiry, and investigation to future growth and development in the field.

**HPED 687/Faculty-Student Research** 3 cr.

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**HPED 697/Independent Study in Health, Physical Education, Recreation, and Safety** 1–3 cr.

Prerequisites: EDFN 508 and HPED 600

Independent exploration of a specific topic or problem in depth under the individual supervision of a faculty member. This could include a unique area of the discipline, exploration of recent research on this topic, extensive reading in an area of interest, participation in medical clinics, grants, projects or extensive forums with regular conferences during the semester with the faculty adviser. Open only to advanced students matriculated in graduate programs.

**HPED 698/Departmental Project in Health, Physical Education, Recreation, and Safety** 3 cr.

Prerequisites: EDFN 508 and HPED 600

A critical independent investigation of an aspect of health, physical education, or safety of interest to the student is explored and developed under the guidance of faculty. Students are expected to purchase all necessary materials or equipment (laboratory time) required for the completion of the course. Open only to students matriculated in the health and physical education program or with permission of the faculty supervisor.

**HPED 699/Thesis in Health, Physical Education, Recreation, and Safety** 6 cr.

Prerequisites: EDFN 508 and HPED 600

Extensive research under the guidance of a thesis committee. Open only to students matriculated in the health and physical education program.

**INCD 562/Enhancing Curriculum and Instruction with Computer Technology** 3 cr.

This course emphasizes the link between appropriate use of computer technology and good teaching. Conducting hands-on activities in a computer lab, students are taught to evaluate, select, and apply computer-based resources to the teaching process. Included are Internet applications, hypermedia, teacher productivity tools, and software that enriches learning in specific subject areas.

**MATH 591/Number Theory and Systems for Middle School Teachers** 3 cr.

This course gives the middle school mathematics teacher a deeper understanding of number systems (integers, rational numbers, and real numbers) and number theory. Physical materials, models, technology, and middle school curricula will be used to explore fundamental properties of number systems, to model algorithms, and to explore number theory topics. How children learn mathematics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures will be integrated with the mathematics content.

**MATH 596/Concepts and Methods of Teaching Mathematics in the Elementary Grades** 3 cr.

This course offers a modern view of mathematics content in the elementary school in combination with an exploration of contemporary methods of teaching this content. This course is offered to students in the Master of Arts in Elementary Teaching (MAT) program.

**PHED 500/Workshop in Physical Education** 1–3 cr.

An in-depth study of highly specialized topics of recent origin, with an emphasis on application to physical education programs and on improvement of teaching effectiveness.

**PHED 510/The Teaching and Planning of Physical Education in the Elementary School** 3 cr.

Study and evaluation of recent concepts and practices in the planning and teaching of physical education. Emphasis is placed on the role of physical education in the elementary grades.

**PHED 511/Curriculum and Program Construction in Physical Education** 3 cr.

Selection and adaptation of physical education activities for children of various age levels with emphasis on objectives and pupil classification. Criteria formulated for scientific evaluation of activity programs.

**PHED 530/Theory and Practice of Physical Conditioning** 3 cr.

An in-depth investigation of the scientific basis for physical conditioning work, including techniques, specific programs, equipment, and facilities.

**PHED 596/Teaching Health, Physical Education, and Safety in Elementary Grades** 1 cr.

Theory and practice of health, physical education, and safety in the elementary school physical education program. Required of all elementary education majors.

**PHED 603/Problems and Issues in Physical Education** 3 cr.

Prerequisite: PHED 510 or 511 or 530

Current problems in physical education including an objective analysis of the claims for the benefits of physical education activities.

**PHED 610/Administration and Supervision of Physical Education and Athletics** 3 cr.

Prerequisite: PHED 510 or 511 or 530

Administration of physical education in elementary, junior, and senior high schools, including the organization of physical education programs, athletic programs, and intramural sports.

**PHED 612/Development and Maintenance of Facilities and Equipment for Physical Education, Athletics, and Recreation** 3 cr.

Prerequisite: PHED 510 or 511 or 530

Principles and practices of planning and developing facilities and equipment for physical education, athletics, and recreation programs. Attention given to budgeting, long-range planning, and maintenance. Field trips may be required at the student's expense.

**PHED 633/Prevention and Care of Athletic Injuries** 3 cr.

Prerequisite: PHED 510 or 511 or 530

Theory and practice in the prevention of athletic injuries and rehabilitation. Training room organization and management with emphasis on facilities and equipment.

**PHED 690/Professional Seminar** 3 cr.

Prerequisite: Must complete 24 hours of graduate credit

A culminating experience for the graduate student in health and physical education. Includes discussions and lectures with guest speakers, emphasizing probable trends and future responsibilities of the individual and the profession.

**PHED 700/Comprehensive Examination: Physical Education**

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.

- RDLG 530/Exploring Children's Literature: An Educator's Perspective** 3 cr.  
A multidimensional and multimedia approach to children's and adolescents' literature with extensive reading, critical examination, selection, and evaluation. Emphasis will be on: children's and adolescents' books and story presentation strategies as related to the children's needs and interests at various age levels; historic trends; research; and the influence and utilization of literature upon the academic, social, and emotional growth of the child and adolescent.
- RDLG 537/Language Arts Literacy** 3 cr.  
Examination of the interrelationships among the language arts; learners' language abilities and needs; instruction in word recognition, comprehension, study skills, content area reading; the organization of the reading program; and parental involvement.
- RDLG 541/Study in Elementary School Language Arts** 3 cr.  
Prerequisite: One course in teaching language arts  
Considers the language arts and their interrelationships, especially listening, speaking, writing, reading, and viewing; curriculum models, methods, and materials; and current research trends.
- RDLG 570/Issues in Literacy Instruction** 3 cr.  
Prerequisite: An undergraduate or graduate course in the methods of teaching reading  
Deals with the basic principles for a corrective reading program, methods of preventing reading difficulties, and methods and materials used in dealing with corrective problems; causes of poor reading and deficiencies in specific skills. This course will not be accepted for credit in the reading program.
- RDLG 571/Language and the Teaching of Reading** 3 cr.  
The place of language in culture; linguistics and psycholinguistics as academic disciplines; examination of concepts significant for the reading program; analysis of American English; implications of cultural, linguistic, and psycholinguistic data for instructional practice and for selection of instructional materials.
- RDLG 578/Teaching Reading K-12** 3 cr.  
(may be taken concurrent with SPED 330)  
Study of the nature of the reading process and the techniques used in teaching reading. This is an introductory course in the teaching of reading.
- RDLG 579/Content Area Literacy** 3 cr.  
Prerequisite: One course in teaching reading  
A study of the purposes, specialized reading skills, reading materials, and modes of inquiry specific to the content areas; application of these specialized skills to the specific reading task.
- RDLG 597/Special Topics in Reading** 1-6 cr.  
A laboratory experience involving work with students needing help in acquiring reading skills. Participants will apply concepts and information concerning the teaching of reading to a tutorial or teaching process in which such concepts or information are used in activities designed to correct reading difficulties or to enhance the reading proficiency of students. The participant will analyze tutorial and teaching experiences with reference to specific skills and student activities.
- RDLG 672/Advanced Study in the Teaching of Reading I** 3 cr.  
Prerequisite: RDLG 571 or permission of instructor (may be taken concurrent with RDLG 673)  
Examination and study of research basic to an understanding of the phonological and morphological foundations of reading instruction and to the perceptual, psychological, and sociological bases of reading; emphasis is on the implications of research for instructional materials, classroom procedures, and organization.
- RDLG 673/Advanced Study in the Teaching of Reading II** 3 cr.  
Prerequisite: RDLG 571 or permission of instructor (may be taken concurrent with RDLG 672)  
A study of reading comprehension based on research in the disciplines of cognitive psychology, sociology, linguistics, and reading education. Current theory and related research are used as bases for the development and implementation of teaching strategies. The influence of cultural backgrounds and individual learning styles on the development of literacy are examined.
- RDLG 687/Faculty-Student Research** 3 cr.  
Prerequisite: Completion of 15 graduate credits  
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.
- RDLG 691/Diagnostic Procedures and Appraisal** 3 cr.  
Prerequisites: RDLG 571, 672, 673  
Investigation of formal and informal diagnostic methods and materials for testing reading achievement; critical appraisal of these methods and materials based on psychological and linguistic principles; use of the results of both formal and informal assessment to identify reading difficulties; corrective techniques appropriate for meeting these difficulties determined. Case studies required.
- RDLG 692/Practicum: Diagnostic Procedures and Corrective Instruction** 3 cr.  
Prerequisite: RDLG 691  
A practicum in which the student employs various assessment procedures to develop and implement corrective instruction under supervision in the reading center.
- RDLG 693/Supervised Practicum and Seminar K-12** 3 cr.  
Prerequisite: RDLG 691 (may be taken concurrent with RDLG 692)  
A practicum and seminar for demonstrating ability to apply the concepts and skills developed in the graduate reading program and for analyzing and evaluating instructional procedures used. Selected topics related to the role of the school/district reading professional is researched and discussed.
- RDLG 697/Independent Study in Developmental Reading** 1-3 cr.  
Prerequisites: EDFN 508 and graduate coordinator's approval  
An in-depth study of a topic within the discipline of reading involving supervised reading, research, and regular conferences with the faculty adviser.
- RDLG 698/Department Project in Reading** 3 cr.  
Prerequisite: EDFN 508  
A critical independent study of an aspect of reading of interest to the student that is explored under faculty guidance. Open only to students matriculated in the reading program.
- RDLG 699/Thesis/Creative Project in Reading** 6 cr.  
Prerequisite: EDFN 508  
An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the reading program.
- RDLG 700/Comprehensive Examination: Reading**  
Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.
- SAFT 582/Driver Education Teacher Certification Program** 3 cr.  
This program meets the certification requirements to teach driver education in the secondary schools and commercial driving schools of New Jersey. The course content emphasizes teaching methods in the classroom, stimulation behind the wheel, and the psychological aspects of the driver education program.
- SAFT 587/Traffic Safety Workshop** 3 cr.  
Investigation and application of current information on theory, techniques of teaching, and administrative procedures related to specific traffic safety problems. Programs on motorcycle education, emergency maneuvers, handicapped drivers, pedestrian safety, bicycle safety, and public transportation.
- SCED 510/Curriculum of the Secondary School** 3 cr.  
A study of the evolution of the American secondary school curriculum, including various curriculum patterns as they exist today and current plans for improvement. Open only to students enrolled in MAT programs. Not accepted by the New Jersey Department of Education toward administrative or supervisory certificates.

**SCED 610/General Seminar in Secondary Education 3 cr.**

Prerequisite: At least 18 credits in the MAT program or the program supervisor's approval

An examination of the current issues and concerns in secondary education. A terminal seminar required for all students in the MAT (secondary) program.

**SCED 663/Advanced Trends in Secondary Education 3 cr.**

Prerequisite: EDFN 508

Examination of current trends in secondary education through the critical analysis of recent research. Topics emphasized are (1) innovations in school and classroom organization; (2) recent developments in curricula; (3) current trends in evaluation, measurement, and grouping; (4) implications of P.L. 94-142; and (5) competing viewpoints on current issues and practices in secondary education.

**SCED 687/Faculty-Student Research 3 cr.**

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SCED 691/Seminar in Supervised Pre-Teaching—Observation and Participation 6 cr.**

Prerequisite: Graduate students matriculated in a MAT program with program supervisor's approval

Part I: A series of pre-session orientation meetings held in early June.

Part II: A pre-student teaching summer session consisting of daily presentations, class discussions, individual conferences, lesson observation, and participation in the preparation and presentation of lessons and projects to secondary middle school students. Topics include: educational goals and objectives, planning, classroom management, creative teaching strategies, and student evaluation.

**SCED 692/Seminar in Supervised Teaching—Field (Student Teaching) 4 cr.**

Prerequisites: SCED 691 and methods course

Full-time teaching for 13 weeks under the supervision of a cooperating teacher in a secondary school. Payment of student-teaching fee must accompany tuition and fees at time of registration. A student may take no more than six credits while doing intern teaching. A student must be matriculated into a graduate program and within nine credits of completing the requirements for the master's degree in order to be admitted to student teaching. Students may elect one of the following three plans:

Plan A: On-the-job teaching supervised for one semester by members of the College staff.

Plan B: Student teaching for 13 weeks under the supervision of a certified cooperating teacher.

Plan C: Student teaching in an accredited evening high school under the supervision of a certified teacher for two consecutive semesters.

**SCED 694/Internship I (Pre-Student Teaching) 4 cr.**

Prerequisites: Graduate students matriculated in a MAT program and within 12 credits of completing degree requirements

A pre-student teaching experience in which students meet weekly for presentations, discussions, and in-class peer lessons. Topics include long- and short-term planning, classroom management, and student evaluation. Some off-campus field work will be required.

**SCED 695/Internship II (Student Teaching) 6 cr.**

Prerequisites: SCED 694 and methods course—see SCED 692

**SCED 696/General Seminar in Secondary Education 3 cr.**

Prerequisites: Consultation and approval of the program coordinator  
Must be taken either:

- During the semester in which the student is registered to take the comprehensive examination  
or
- No more than one semester prior to the anticipated registration for the comprehensive examination

Designed to be the culminating seminar for all students in the MEd and MAT programs. The course requires students to articulate, demonstrate,

and utilize the knowledge, skills, and dispositions indicative of the integration of previous graduate course work. Leadership and advocacy projects such as professional publications, curriculum audits, and other professional contributions are mandatory for successful completion of this course.

**SCED 700/Comprehensive Examination: Secondary Education**

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.

**SPAU 305/Acoustic Phonetics 3 cr.**

Prerequisite: Permission of instructor

Broad and narrow transcription of American English in International Phonetic Alphabet; prosodic features; introduction to acoustic phonetics; and elements of instrumental analysis.

**SPAU 308/Anatomy and Physiology of the Speech and Hearing Mechanism 3 cr.**

Prerequisite: Permission of instructor

Anatomic and physiological basis for the normal development and use of speech, language, and hearing.

**SPAU 311/Language and Speech Development 3 cr.**

Prerequisites: SPAU 308; permission of instructor

An interdisciplinary investigation of the nature of normal language and speech development.

**SPAU 318/Introduction to Measurement of Hearing 3 cr.**

Prerequisites: SPAU 308; permission of instructor

Experience in the various methods of hearing testing. Types and causes of hearing impairment and role of audiometry in diagnosis.

**SPAU 319/Aural Rehabilitation 3 cr.**

Prerequisites: SPAU 318; permission of instructor

Aspects of identifying, habilitating, and rehabilitating the aurally handicapped: screening tests, sound amplification, auditory training, speech reading, and speech conversation.

**SPAU 320/Introduction to Communication Disorders 3 cr.**

Prerequisites: SPAU 305, 308, or permission of instructor

Study of the characteristics of the major types of speech-language disorders and their etiologies. The emphasis will be on accurately observing and recognizing these disorders in both children and adults and understanding the legal and professional responsibilities of speech-language pathologists.

**SPAU 420/Diagnosis and Treatment of Communication Disorders 3 cr.**

Prerequisites: SPAU 305, 308, 311, 320, or permission of instructor

Study of the procedures, tests, and methods used by speech-language pathologists to diagnose and treat disorders of articulation, voice, fluency, and language.

**SPAU 505/Neurophysiological Bases of Language and Speech 3 cr.**

Prerequisite: Undergraduate degree in speech pathology or equivalent

Note: This course is a prerequisite for SPAU 618 and SPAU 606

Examination of the genetic factors, neuroanatomical structures, and neurophysiological concepts underlying normal language and speech development and processes.

**SPAU 510/Disorders of Phonology 3 cr.**

Prerequisite: An undergraduate degree in speech pathology or the equivalent

Advanced study of diagnostic and rehabilitation procedures for phonological disorders, apraxia, and dysarthria.

**SPAU 515/Cleft Palate\* 3 cr.**

Prerequisite: An undergraduate degree in speech pathology or the equivalent  
A study of remedial methods for speech disorders resulting from cleft palate.

\*Occasional offerings.

**SPAU 520/Cerebral Palsy 3 cr.**

Prerequisite: Undergraduate degree in speech pathology or equivalent

Study of the etiology, types, classification, and resulting speech and hearing problems of cerebral palsy.

**SPAU 523/Advanced Audiology 3 cr.**

Prerequisite: SPAU 318 or a course in basic audiology or audiometry

Study and practice in advanced audiometric testing and techniques as well as study of various phenomena of audition.

- SPAU 525/Pschoacoustics** 3 cr.  
Prerequisite: A course in basic audiology  
A study of the psychophysical theory underlying the measurement of hearing.
- SPAU 530/The Organization, Supervision, and Administration of Programs in Speech Pathology and Audiology** 3 cr.  
Prerequisite: An undergraduate degree in speech pathology or the equivalent  
A study of organizational, administrative, and supervisory problems such as scheduling, planning of facilities, school curriculum, ethical practice, and financing. Liaison with federal, state, and community agencies and public relations that are peculiar to public schools, hospitals, rehabilitation centers, colleges, and other types of speech and hearing programs.
- SPAU 532/Physiological Aspects of Hearing Pathologies** 3 cr.  
Prerequisite: SPAU 308  
A study of the structures and functions of the hearing mechanism. Attention given to pathological conditions.
- SPAU 533/Developing Communication in the Deaf and Hard of Hearing** 3 cr.  
Prerequisite: SPAU 318 or permission of instructor  
Rehabilitation procedures for developing auditory skills, language, and speech in children and adults with hearing loss. Attention to types of amplification and assistive devices for home, social, and educational settings.
- SPAU 535/Instrumentation and Advanced Audiological Assessment and Techniques** 3 cr.  
Study of the principles and procedures of audiology equipment calibration, advanced audiological and audio-system instrumentation, and of monitoring hearing aid efficiency. Special attention will be given to applied research and current audiological techniques.
- SPAU 540/Applied Diagnostics in Speech Pathology** 3 cr.  
Prerequisite: Undergraduate degree in speech pathology or equivalent or permission of instructor  
Advanced study of the principles and procedures of assessment for communication disorders; test administration and interpretation, diagnostic report writing, interview techniques, staffing, and referrals.
- SPAU 542/Augmentative and Alternative Communication Systems** 3 cr.  
Prerequisite: Undergraduate degree in speech pathology or equivalent or permission of instructor  
An intensive study of alternative symbol systems, gestural communication, and electronic/non-electronic devices and their application for individuals with severe communication disabilities.
- SPAU 545/Voice Disorders** 3 cr.  
Prerequisite: An undergraduate degree in speech pathology or the equivalent  
A study of the etiology, evaluation, and treatment of voice disorders.
- SPAU 550/Communication Development: Principles and Processes** 3 cr.  
Prerequisite: SPAU 311, undergraduate degree in speech pathology, or permission of instructor  
Concepts and principles from several disciplines which provide models to describe and explain the processes and mechanisms of normal children's communication development.
- SPAU 555/Motor Speech-Fluency Disorders** 3 cr.  
Prerequisite: An undergraduate degree in speech pathology or the equivalent  
This course is designed to provide a comprehensive overview of motor-speech control—the underlying mechanism of fluent speech. Emphasis is on the etiology, assessment, and treatment of motor speech disorders, including the apraxias, dysarthrias, and stuttering.
- SPAU 565/Speech Science** 3 cr.  
Prerequisites: SPAU 305 and 308  
In-depth theoretical and applied clinical study of the underlying physiologic and acoustic mechanism of speech production and speech perception.
- SPAU 570/Research Methods in Speech-Language Pathology and Audiology** 3 cr.  
Prerequisite: Open only to matriculated master's candidates in speech-language pathology and audiology  
Nature of research in speech-language pathology and audiology; research designs, methods, analysis, procedures for organizing and writing research proposals and papers in the field of speech-language pathology and audiology.
- SPAU 580/Speech, Language, and Hearing Problems of the Aged** 3 cr.  
A study of common communication disorders of the aged, including the diagnostic procedures and rehabilitation measures.
- SPAU 606/Adult Language Disorders** 3 cr.  
Prerequisites: SPAU 308 and 505  
Advanced study of language dysfunctions in adults, including head injuries and/or cerebral vascular accidents. Current therapeutic practices are discussed.
- SPAU 615/Hearing Conservation** 3 cr.  
Prerequisites: SPAU 523 and 525  
Study of the conservation of hearing including the following topics: the legal basis, the effects of noise on hearing, hazardous noise, the hearing conservation program, ear protection, and record keeping.
- SPAU 618/Developmental Language Disorders** 3 cr.  
Prerequisites: SPAU 550, 505, or an equivalent course in normal language and speech acquisition  
Investigation of the cognitive linguistics and social bases of childhood language disorders. Assessment approaches and differential diagnosis. Remedial philosophies and techniques.
- SPAU 635/Pediatric Audiology** 3 cr.  
Prerequisite: SPAU 523  
A study of hearing loss in children including: the development of auditory behavior, diagnostic procedures, amplification, and education of hearing impaired children.
- SPAU 645/Electrodiagnostic Measurements** 3 cr.  
Prerequisites: SPAU 523 and 525  
Study and practice in electrodiagnostic measurement procedures including the following: auditory evoked potentials (short, long, and middle latency studies; 40 Hz studies), electrocochleography, otoacoustic emissions, and electronystagmography.
- \*Occasional offerings.
- SPAU 655/Electroacoustical Amplification Systems for the Hearing Impaired** 3 cr.  
Prerequisites: SPAU 523 and 535  
Principles and procedures of hearing aid evaluation and selection in children and adults. Examination of assistive listening devices, sound field amplification systems, and cochlear implants.
- SPAU 665/Hearing Aid Fitting and Dispensing** 3 cr.  
Prerequisite: SPAU 523  
“Hands-on” experience in fitting hearing aids. Students will actively participate in making earmolds, prescriptive methods, determining the need for compression and compression ratios, and using real ear measurement. Instruments will vary from analog to digital programmable hearing aids.
- SPAU 685/Dysphagia** 3 cr.  
Prerequisite: SPAU 505  
Swallowing disorders make up a large part of speech pathology in hospitals and rehabilitation. Students will learn the components of normal swallow and the problems that present when there is a breakdown in these components due to anatomic, physiologic, neurologic disorders, or cancer. Students will learn how to perform the bedside and video fluoroscopic evaluation, learn to interpret the videos, and determine the appropriate therapeutic strategies. Both adult and pediatric swallow will be considered.

**SPAU 687/Faculty-Student Research 3 cr.**

*Prerequisite:* Completion of 15 graduate credits  
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SPAU 690/Clinical Practice 1–6 cr.**

*Prerequisite:* Completion of two required courses in the areas of specialization  
Observation, analysis, and guided experience in the evaluation and remediation of speech, hearing, and language disabilities as well as procedures for organizing and maintaining programs of therapy for these disorders in school and clinical settings.

**SPAU 697/Independent Study in Speech-Language Pathology and Audiology\* 3 cr.**

*Prerequisite:* SPAU 570  
Exploration of a topic within a specific area of the discipline involving supervised reading, research, and regular conferences with the faculty adviser.

**SPAU 698/Department Project in Speech-Language Pathology and Audiology\* 3 cr.**

*Prerequisite:* SPAU 570  
An in-depth study of an aspect of speech-language pathology and/or audiology of interest to the student that is explored under faculty guidance. Open only to students matriculated in the program.

**SPAU 699/Thesis/Creative Project in Speech-Language Pathology and Audiology\* 3 cr.**

*Prerequisite:* SPAU 570  
An original research or creative study under the guidance of a thesis committee. Open only to students matriculated in the program.

**SPAU 700/Comprehensive Examination: Speech Pathology and Audiology**

Every candidate for a graduate degree must take a comprehensive examination which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.

**SPED 501/Students with Disabilities in Our Schools 3 cr.**

*Prerequisite:* Child Psychology  
An introduction to the field of special education, focusing on the characteristics and educational needs of students with disabilities. The course covers etiology and behavioral manifestations of a wide variety of disabling conditions and introduces current approaches to the education of students with these disabilities. Included is up-to-date information on federal and state laws which affect programs for children with disabilities and key issues in special education today.

**SPED 506/Seminar in Educational Technology 1 cr.**

This seminar covers the key issues in education and technology which will provide a context for students in the Master of Science in Educational Technology program. Topics include the role of technology in school reform, technology coordinators as agents of change, technology's role in the inclusion of students with disabilities, and equity issues in educational technology related to race, gender, and ethnicity. The seminar format will emphasize discussions of readings from current literature.

**SPED 521/Assistive Technology 3 cr.**

A course about technology applications that benefit children and youth with disabilities. This course focuses on teaching students the skills they will need to use assistive technology appropriately and effectively with children and youth with disabilities. Emphasis is placed on establishing skills in the areas of making computers accessible, using the Internet to find assistive technology resources, customizing adaptive devices, and facilitating augmentative communication with computers.

**SPED 530/Speech Development for the Deaf and Hard of Hearing 3 cr.**

*Prerequisite:* SPAU 319  
Techniques for developing and refining speech skills with students who are deaf and hard of hearing. Typical speech problems displayed by this population are highlighted along with various formal and informal assessment protocols. The use of technology and the delivery of speech services are also emphasized.

**SPED 597/Special Topics in Special Education\* 3 cr.**

An advanced course devoted to an in-depth study of current or specialized topics selected by the faculty and approved by the department.

**SPED 605/Language and Reading Strategies for Students with Disabilities 3 cr.**

This course presents an in-depth study of language development as related to communication skills for learners with speaking, reading, writing, and spelling disabilities. Instructional models, including direct teaching strategies and whole language strategies, are examined in detail. Individual research on topics related to reading instruction is required. Assessment, lesson development, and unit planning are featured. Alternative access to content via technology or instructional support systems and relevant applications of reading/language skills in the life-skills curricula are discussed and applied.

**SPED 612/Curriculum and Methods for Students with Mild Disabilities 3 cr.**

This course examines societal, legal, and professional effects on how curriculum and methods choices are made for learners with disabilities; presents an overview of basic principles of teaching, and examines the repertoire of current teaching and learning strategies. Curriculum development, curriculum adaptations, integration of cognitive strategies, classroom management, and monitoring student progress are emphasized. Lesson planning, delivering, and assessing instruction in academic areas, life skills, social skills development, and vocational skills development will be discussed and used in course applications. Collaboration with families, colleagues, and community, and meaningful inclusion are integrated in the course as important corollaries to curriculum.

**SPED 613/Guidance and Rehabilitation of Exceptional Children and Youth\* 3 cr.**

Principles and practices of the guidance and rehabilitation process for exceptional children and youth, with particular emphasis on evaluation, placement, and counseling. Explores the roles of the special educator, psychologist, social worker, guidance counselor, and others on the interdisciplinary team serving exceptional children and youth. Identifies and compares the resources and services of schools, clinics, residential centers, employment programs, and other agencies serving exceptional children and youth.

**EDUC 614/Creating and Sustaining Classroom Communities 3 cr.**

This is the first in a series of two courses which present a range of theories and best practices in managing behavior in the classroom. This course focuses on preventing problem behavior using positive behavior supports. Students will learn how to conduct a functional assessment and analysis of problem behavior and to provide positive behavioral supports through adapting antecedent events and changing consequent events.

**SPED 616/Promoting Pro-Social Behavior\* 3 cr.**

This is the second in a series of two courses which together present a wide range of current theoretical models and best practices in managing behavior in the classroom. Emphasized is the role of effective teaching and decision making in facilitating appropriate behavior. This course focuses on the following models: Teacher Effectiveness Training, the Rogerian emotionally supportive model, Transactional Analysis, Social Discipline, Reality Therapy and Control Theory, and Judicious Discipline. Students will be made aware of a whole toolbox of interventions and will be taught to follow a decision-making process in order to assess problem behaviors and make low-inference statements about which model/technique is likely to be most effective under specific conditions with specific students.

**SPED 624/Advanced Study of Learning Disabilities 3 cr.**

An intensive overview of the field of learning disabilities: definition, characteristics, assessment, subtypes of, and major educational approaches for teaching. Current research in both cognition and brain physiology will be explored.

\*Occasional offerings.

**SPED 625/Biophysical and Neurological Problems of Children/Youth 3 cr.**

This course is designed to familiarize teachers with the known causes of disabling conditions, the usual courses of treatment for biophysical problems, the perspectives of parents and other family members, and the teacher's role in working with children with these conditions. Ethical issues regarding genetic screening procedures related to children with disabilities, as well as the question of withholding of medical treatment on the basis of disability, are discussed.

**SPED 626/Teaching Students with Severe Disabilities 3 cr.**

An advanced course about teaching students with moderate to severe mental retardation and other severe disabilities, this course focuses on meeting the special needs of this low-incidence population. Emphasis is placed on current philosophies and services such as preparing students to live and work in the community, self-advocacy, family-centered practices, appropriate applications of assistive technology, and designing functional curriculum plans.

**SPED 641/Advanced Curriculum: Concepts and Models in Learning and Instruction 3 cr.**

Prerequisite: Matriculation in Option I or 24 credits of graduate course work in education

This course will examine principles of learning theory inherent in specific instructional models, including cognitive processing, models of intelligence, schema theory, interactional theory, and constructivism. Emphasis will be placed on how models of learning, models of teaching, and methods and materials are connected across research and practice. Students will have opportunities to explore ways to apply concepts and models from the literature to the instruction of children and adults with disabilities.

**SPED 646/Administration and Supervision of Special Educational Services\* 3 cr.**

Prerequisite: SPED 612

A study of federal, state, county, and local rules, responsibilities, and issues in special education. Analyzes problems of organizing, financing, staffing, programming, and implementation of special services for exceptional children and youth. This course is accepted by the New Jersey State Department of Education toward administrative or supervisory certification.

\*Occasional offerings.

**SPED 664/Research Trends in Special Education 3 cr.**

Prerequisite: EDFN 508

In-depth study of methods of comparative analysis and research models in current studies relevant to the theoretical and practical issues in the education of children with learning and behavior disabilities. Emphasis on interdisciplinary contexts; action research by practitioners; collaborative models; and the cultural, developmental, and social bases for learning and behavior.

**SPED 667/Seminar in Applied Research and Practice in Special Education 3 cr.**

Prerequisites: SPED 664 and 24 credits of graduate course work

This course consists of three integrated parts: 1) individual students select a topic from best practices and program designs in special education, review the literature on the selections, and discuss questions in a series of seminars; 2) students design, carry out, and evaluate a field application in a school setting, using the concepts of action research in the classroom; and 3) students plan to carry out collegial dissemination of information.

**SPED 680/Seminar and Practicum on Diagnostic Procedures 3 cr.**

Prerequisites: SPED 624 and permission of adviser

Principal diagnostic problems and procedures encountered in evaluating and understanding the individual behavior and learning difficulties of children with developmental and learning disabilities. Techniques of assessment and interpretation of individual profiles in intellectual development, social-emotional adjustment, perceptual-motor abilities, and aptitude. Students are expected to purchase any necessary testing and/or curriculum materials needed for the proper completion of the course. Open to Option III and post-master's certification candidates only (LDT/C).

**SPED 681/Seminar and Practicum on Remediation Techniques 3 cr.**

Prerequisites: SPED 680 and permission of adviser

The principal remediation problems and procedures used in understanding and modifying the individual behavior and learning difficulties of children with developmental learning disabilities. Approaches and techniques of remediation and their use in either individual and/or group instruction, how they relate to the diagnostic data, and how they can be integrated with current theories of learning and child development. Students are expected to purchase any necessary testing and/or curriculum materials for the proper completion of the course.

**SPED 682/Externship in LDT/C 3 cr.**

Prerequisites: SPED 680 and 681

A period of full time as a learning disabilities teacher/consultant in a public school and as a part of a child study team under the supervision of an approved/certified learning disabilities teacher/consultant and a faculty member of the College. Minimum clock hours for this course are 200. A student may enroll in this course while s/he is employed as a provisionally certified learning disabilities teacher/consultant if s/he is able to be supervised by an approved and fully certified learning disabilities teacher/consultant and is in a location making faculty supervision practical. This course is taken after completion of all other required courses in the LDT/C program.

**SPED 687/Faculty-Student Research 3 cr.**

Prerequisite: Completion of 15 graduate credits

This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SPED 690/Student Teaching—Deaf and Hard of Hearing 8 cr.**

Prerequisites: SPED 330, 350, 380, 530; SPAU 319; permission of the program coordinator

A semester of field experience working in classes for the deaf and hard of hearing under the direction of cooperating teachers certified in education of the deaf and hard of hearing. The student gradually assumes responsibility for planning, teaching, and directing the learning activities of the classes culminating in a minimum of two weeks of full-time classroom teaching. Students also participate in a culminating seminar.

**SPED 691/Internship I: Seminar and Field Experience in Special Education 3 cr.**

This course is an introductory field experience in which students [will] have an opportunity to observe children with disabilities in an educational setting and to participate in standard classroom routines and teaching activities. Based on their observations and field experiences, students will complete a series of written assignments which relate to observational assessment, individualizing instruction, classroom environment, lesson and unit planning, curriculum design, and behavior management. A seminar will be an integral part of this experience.

**SPED 695/Internship II: Student Teaching 6 cr.**

Prerequisites: Completion of 18 graduate credits and permission of the department

Plan A: On-the-job teaching for 14 weeks supervised by an approved cooperating teacher and a faculty member.

Plan B: A student-teaching experience for 14 weeks under the supervision of the College faculty and an approved cooperating teacher.

**SPED 697/Independent Study in Special Education 1–3 cr.**

Prerequisites: Completion of six graduate credits and permission of the adviser and department chair

Independent exploration of a specific topic in depth under the individual supervision of a faculty member.

**SPED 698/Department Project in Special Education 3 cr.**

Prerequisites: Completion of six graduate credits and permission of the adviser and department chair

A critical independent study of a current issue in special education of interest to the student is completed under the guidance of faculty.

**SPED 700/Comprehensive Examination: Special Education**

Every candidate for a graduate degree must take a comprehensive examination, which requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.

**SPED 705/Culminating Experience: Educational Technology**

Candidates in the Master of Science in Educational Technology program must present the results of their department project (SPED 698 or TCED 698) at a Student Symposium on Educational Technology. The presentation will demonstrate their in-depth understanding of critical issues in educational technology.

**SUPV 520/Staff Supervision 3 cr.**

A study of the objectives, techniques, and materials of staff supervision. Examination of the supervisory function toward improvement of instruction. The nature of contemporary supervision, interpersonal relations, and the supervisor as an agent of change.

**SUPV 622/Supervision in the Secondary School 3 cr.**

Prerequisite: SUPV 520

A study of supervisory competencies directed toward the implementation of instruction in the secondary school. The principles of secondary school supervision, organizational skills, leadership in curriculum design, implementation, and strategies for assessing instruction will be analyzed.

**SUPV 651/Supervision of Adult/Community Education 3 cr.**

Prerequisite: SUPV 520

Provides educators with the skills needed to supervise programs in adult-community education. Emphasis on the development of a rationale for supervisory activities, the nature of the adult learner and the planning, implementation, and evaluation of adult and community education programs. Goal setting, assessment processes, dissemination activities, and monitoring procedures will be examined.

**TCED 582/Computer Systems 3 cr.**

Prerequisite: SPED 506 for Educational Technology program

Orientation to the fundamentals of technical computer systems, including theory of operation, hardware, operating systems, and computer applications. The issues raised by the increasing use of computers in education will be addressed. Students will use the computer to communicate and control through an intermediate-level programming language, such as Forth, Visual Basic, or Real Basic.

**TCED 605/Networking Technology 3 cr.**

Prerequisites: SPED 506 and TCED 582

The fundamentals of computer networking systems including hardware and software applications designed to allow multiple users to access data, applications, e-mail, and other networks. A comprehensive overview of current networking concepts, terminology, and components will allow the student to understand the many discrete operations of network communication and become familiar with basic administration and problem solving.

**TCED 610/Authoring and Multimedia for Instruction 3 cr.**

Prerequisite: SPED 506

A comprehensive overview of hypermedia/interactive multimedia technology, including the design and production process of developing multimedia course materials and presentations and integrating network/Internet-based instructional strategies into the classroom. Connecting multimedia development with sound instructional design theories will be emphasized.

**TCED 698/Departmental Project 3 cr.**

Prerequisites: SPED 506, TCED 581, and 610

A critical independent study of an aspect of technology education of interest to students of technology education and explored under faculty guidance.

## School of Nursing

### **NURS 500/Theoretical Foundations of Nursing** 3 cr.

This course provides an introduction to concept development, model building, and theoretical formulation in nursing. The course includes critical analysis of selected nursing models and selected theories from nursing and other disciplines (e.g. organization, change, health belief, health promotion) that are related to advanced practice nursing.

### **NURS 501/Perspectives in Advanced Practice Nursing** 3 cr.

This course focuses on current and emerging issues affecting advanced practice nursing with an emphasis on historical, political, social, ethical, and economic factors. Examination of internal and external pressures affecting advanced practice nursing, assessment of the political environment, and evaluation of the strategies to enhance the political effectiveness of nursing are included.

### **NURS 503/Pharmacology for Advanced Practice** 3 cr.

*Prerequisite:* NURS 504 for all nurse practitioner students

This course examines concepts and principles related to pharmacology and the therapeutic use of drugs. The course is designed for the licensed professional nurse interested in prescriptive practice. Emphasis is placed on pharmacological principles, pharmacodynamics, and principles of drug selection.

### **NURS 504/Advanced Human Pathophysiology** 3 cr.

This is an advanced physiology course that focuses on the pathogenesis of common conditions affecting children and adults as a basis for clinical management. Emphasis is placed on dysfunction of histologic and systematic regulatory mechanisms that lead to illness. The influence of pathogens, environmental factors, genetics, and human behavior on cellular and organ physiology is described. The human biopsychosocial manifestations of pathophysiologic processes are presented to enable learners to synthesize ideas regarding holistic health care and prepare for providing services as advanced practice nurses.

### **NURS 508/School Nursing** 3 cr.

This course focuses on school nurse theory and provides the opportunity to conceptualize the role of the professional school nurse in relation to the broad scope of the school health program and professional standards of practice. Opportunities are provided to define and interpret the roles and responsibilities of the professional school nurse in coordinating and implementing school health services, health counseling, and health education in the school community.

### **NURS 602/Research for Advanced Practice Nursing** 3 cr.

*Prerequisite:* NURS 500

This course focuses on the role of inquiry and critique as necessary for the development of evidence-based practice for advanced practice nursing. Applied research methods such as outcomes and qualitative methods will be examined. Basic research such as experimental and epidemiological methods will be analyzed. The process of systematic investigation will include analysis of problem statements, methodology, and results of reported research. The use of the computer in database searches, data processing, and data analysis are included.

### **NURS 603/Individual, Family, and Community Systems** 3 cr.

*Prerequisite:* NURS 500

This interactive course provides a foundation that will enable the advanced practice nurse to identify the role of individual, family, and community systems in health care, to assess the needs of and to plan health care for diverse individuals and families across the lifespan. The student will develop a framework for the primary health care of individuals and families, as well as strategies for working with individuals and families within the community. Students will assess the dynamics of health within individuals, families, and communities.

### **NURS 609/School Nursing Practicum** 8 cr.

*Prerequisite:* Completion of all other course requirements of School Nurse Certification

The practicum in school nursing provides the student with the opportunity to apply knowledge synthesized from previous course work for the assessment of pupil-school-community health and planning, implementation, and evaluation of strategies to promote health. The student conducts comprehensive pupil-environment health appraisals and participates in interdisciplinary collaborative health planning, health counseling, and formal health teaching activities. Opportunity will be provided for developing an awareness of policy and decision making in matters regarding school health. Students are placed with certified school nurses in selected schools with experiences framed by existing policies and statutes in the state.

### **NURS 633/Holistic Health Assessment for Advanced Practice** 4 cr.

*Prerequisite:* NURS 504

*Prerequisites or Corequisites:* NURS 503 and 603

This clinical course is intended to assist the graduate student to acquire advanced knowledge and proficiency in performing health assessments. Such assessment includes eliciting a complete health history, including cultural assessment, and performing a comprehensive physical exam across the lifespan. Opportunities are provided for two hours of lab per week, and 75 hours of clinical practice.

### **NURS 634/Primary Care of Women** 5 cr.

*Prerequisite:* NURS 633

This course focuses on gynecological and reproductive health care of women over their lifespan. Students will develop competence in comprehensive health assessment of women in the primary care setting. Students will be assigned to ambulatory care settings, clinics, private offices, and other community settings where nurse practitioners, midwives, and/or physicians will serve as preceptors. Clinical experience of 135 hours plus 15 hours of clinical seminar will include management of prenatal, postpartum, primary, episodic, and preventive health care for women of all ages. Emphasis will be placed on therapeutic interventions appropriate for the management of women's health care.

### **NURS 635/Primary Care of Children** 5 cr.

*Prerequisite:* NURS 633

This clinical course focuses on the delivery of primary health care to children and adolescents. Students will be assigned to ambulatory care settings, clinics, private offices, and other community settings where nurse practitioners and/or physicians will serve as preceptors. Clinical experience of 135 hours plus 15 hours of clinical seminar will include comprehensive health assessment of children, including health promotion, growth and development, family and cultural dynamics, and physical and psychosocial dimensions. Emphasis is placed on therapeutic interventions appropriate for the management of children experiencing primary, episodic, and continuing health problems and disabilities.

### **NURS 636/Primary Care of Adults and Elders I** 5 cr.

*Prerequisite:* NURS 633

This clinical course focuses on the delivery of primary care to individuals from young adulthood through older adulthood. Emphasis is placed on therapeutic interventions appropriate for management of adults experiencing acute and chronic illness as well as strategies for health promotion and disease prevention. Students will have the opportunity to develop knowledge and skills relevant to the delivery of primary care through lecture and clinical practice under the guidance of a nurse practitioner, or physician preceptor. Clinical experience of 135 hours plus 15 hours of clinical seminar.

**NURS 637/Primary Care of Adults and Elders II** 5 cr.

Prerequisite: NURS 633

This second of a two-course sequence focuses on the delivery of primary health care to individuals from young adulthood through older adulthood. While continuing to expand on the role of the nurse practitioner in health promotion and disease prevention, and acute and chronic illness, emphasis is placed on strategies for management of adults experiencing multiple or complex illness. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary care through lecture and clinical practice, under the guidance of a nurse practitioner or physician preceptor, of 135 clinical hours plus 15 hours of clinical seminar.

**NURS 638/Primary Care of Adults: Special Populations** 5 cr.

Prerequisite: NURS 633

This clinical course focuses on the delivery of primary health care to specific populations that are included in the scope of practice of the adult nurse practitioner, including adolescents and women. Emphasis is placed on health assessment, health promotion, and therapeutic interventions appropriate for management of acute and chronic illnesses in these populations. Students will be assigned to ambulatory care settings, community settings, and other settings where nurse practitioners and/or physicians will serve as preceptors. Students will have the opportunity to develop knowledge and skills through lectures, discussions, and clinical practice. Clinical practice occurs under the guidance of a nurse practitioner or physician preceptor. Clinical experience of 135 hours plus 15 hours of clinical seminar.

**NURS 690/Practicum in the Nurse Practitioner Role** 5 cr.

Prerequisites: For family nurse practitioner students: NURS 633, 634, 635, 636, 637

Prerequisites for adult nurse practitioner students: NURS 633, 636, 637, 638

The primary focus of this course is to provide the student with an opportunity to integrate and develop further competencies in the role of nurse practitioner in the primary care setting. Continued emphasis will be placed on clinical decision making as well as strategies for evaluation of health care practice, marketing, and legal and employment issues.

Interdisciplinary experiences will be pursued and collaborative practice emphasized, allowing students to explore the role of the nurse practitioner in the current health care system. Students will have the opportunity to develop sophisticated knowledge and skills relevant to the delivery of primary health care through lecture and clinical practice, under the guidance of a nurse practitioner or physician preceptor, of 180 clinical hours.

**NURS 700/Comprehensive Examination/Nursing**

Every candidate for a graduate degree must take a comprehensive examination that requires the candidate to synthesize and apply knowledge acquired throughout the program. See page 11 for comprehensive examination requirements.

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## Directions to the Campus

### From I-80

Take I-80 East to the U.S. 206/Route 183 exit. Keep right at the fork in the ramp. Merge onto U.S. 206. Take the I-287 South ramp toward Somerville (I-78)/Princeton. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. See directions below from \*Continue on U.S. 202 South.

### From the New York State Thruway

Take the New York State Thruway/I-87 South. Take the I-287 South/Route 17 South exit. Merge onto I-287 South. Take the U.S. 202 South/U.S. 206 South exit. \*Continue on U.S. 202 South. At the Flemington Circle, continue on U.S. 202/31 South. Exit U.S. 202/31 onto Route 31 South (Trenton). Follow Route 31 South until the entrance to The College (about 1.5 miles past the junction of I-95, left at the third traffic light).

### From I-95 South (Delaware/Philadelphia International Airport)

Using I-95 North, continue into Pennsylvania, through Philadelphia. Continue on I-95 North into New Jersey. Take exit 4 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the second traffic light (about 1.5 miles), make a left into The College entrance.

### From Route 78 (Easton, PA and the West)

Take Route 78 East into New Jersey. Continue to exit 17 (Route 31 South/Flemington and Trenton). Continue south on Route 31 into the Flemington Circle. Take Route 202/31 South. Exit at Route 31 South (Trenton). Follow Route 31 South until the entrance to The College (about 1.5 miles past the junction of I-95, left at the third traffic light).

### From the Pennsylvania Turnpike (Pittsburgh, PA and Ohio)

Take the Pennsylvania Turnpike/I-276 East to the Philadelphia/U.S. 1 exit. Keep left at the fork in the ramp. Merge onto U.S. 1 North Lincoln Highway. Stay straight to go onto U.S. 1 North. Take the I-95 North exit toward Trenton. Merge onto Delaware Expressway/I-95 North. Proceed into New Jersey. Take exit 4 (Route 31/Pennington Road). Bear to the right off the exit ramp onto Route 31 South. At the second traffic light (about 1.5 miles), make a left into The College entrance.

### From Long Island

Take the Verrazano Bridge to Staten Island. Stay on 278 West to Goethals Bridge. After crossing the bridge, take first exit for 95 South (NJ Turnpike). Follow directions from NJ Turnpike below.

### From the New Jersey Turnpike (Newark International Airport and North)

Using the New Jersey Turnpike, travel south to exit 7A, Trenton and Shore Points. Follow signs toward Trenton onto I-195 West. Follow signs marked 295 Princeton/Camden. Exit at "I-295 North/Route 1/95 South/Princeton." Continue on I-295 North (becomes I-95 South) to exit 4. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the third traffic light (about 1.5 miles), make a left into The College entrance.

### From the Atlantic City Expressway

Take the Atlantic City Expressway West (toward PA). The expressway ends at Route 42. Follow Route 42 North to I-295 North. Continue on I-295 North (becomes I-95 South) to exit 4. Turn left at the exit ramp onto Pennington Road/Route 31 South toward Ewing. At the third traffic light (about 1.5 miles), make a left into The College entrance.

### From The College entrance

Make a right onto the main access loop around campus. The information booth is on the left in front of Paul Loser Hall.

### Railroad

From the Trenton AMTRAK station, take the NJ Transit Mercer "601 The College of New Jersey" bus directly to campus.

